DOCUMENT RESUME

ED 148 375 IR 005 489

AUTHOR Izumo, Patsy M.; And Others
TITLE Hawaii School Library Media Centers: A Manual for Organization and Services.
INSTITUTION Hawaii State Dept. of Education, Honolulu. Office of Library Services.
PUB DATE Jun 76
NOTE 129p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Elementary Grades; *Guidelines; *Library Collections; *Library Instruction; *Library Programs; *Library Services; Policy; *School Libraries; Secondary Grades
IDENTIFIERS Hawaii

ABSTRACT

This guide for developing and implementing effective media programs in the schools of Hawaii outlines the development of school library media services in the state and presents guidelines for media services. Topics covered are: (1) philosophy of service; (2) programs and services; (3) library instruction; (4) collections; and (5) policies and regulations. The appendices include information on school librarian and media specialist certification and the copyright law. A subject index is attached. (KP)

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HAWAII SCHOOL LIBRARY MEDIA CENTERS
A Manual for Organization and Services

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

School Libraries & Instructional Materials Branch . Office of Library Services
Department of Education . State of Hawaii
June 1976

IR 005 489

PREFACE

The school library media center exists to support the philosophy, programs and educational objectives of the State Department of Education and of the individual school which it serves. Therefore, the development and enrichment of the school curriculum call for extensive use of the library media center and its resources.

School librarians and others responsible for the administration for the media program are encouraged to utilize this latest revision of the manual as a guide to developing and implementing effective media programs in the schools of Hawaii.

Charles G. Clark

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Superintendent of Education

The Honorable George R. Ariyoshi
Governor, State of Hawaii

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DEVELOPMENT OF SCHOOL LIBRARY MEDIA SERVICES IN HAWAII

Library services in Hawaii's schools progressed slowly, though steadily, after the program of school library training was started in the 1929 University of Hawaii summer session.

Except for the years, 1942-1945, the University had taken an active part in the development of school libraries, by providing courses, seminars and workshops for school librarians, under the guidance of Mrs. Cynthia Geiser.

In 1944, Honolulu elementary school librarians began to meet monthly to consider common problems, with Mrs. Geiser as their adviser. Several years later, librarians of rural Oahu schools also joined this group.

In 1947, Miss Carolyn Crawford joined the University faculty and together with Mrs. Geiser reactivated the school library training program.

In 1959, Miss Crawford was appointed by the school department as the first school library consultant (or supervisor, as it is more commonly known on the mainland) and given the title of Director of (School) Library Services. With State reorganization, this was changed to Program Specialist, School Library Services. In this state level position, Miss Crawford provided leadership and guidance for the planning of an over-all program of school library development and improvement.

During 1959 to 1961, Miss Priscilla Lantz came to the University as a full-time instructor in the Library Science program.

At the same time, Miss Chow Loy Tom became librarian of the University High School. Her duties also included the teaching of library courses, and her appointment increased the instructional staff to three. In 1961, she was assigned the coordination of library science courses.

An assistant to the Program Specialist was added in 1962, with the appointment of Mrs. May Chun as the Program Assistant, School Library Services. In 1964, this position was upgraded and reclassified as Supervisor, School Library Services. Later, this was changed to Program Specialist I, School Library Services.

The assistant's major responsibilities during the first year were to study, plan and implement the establishment of a centralized processing center which would order and process library books for schools.

Circumstances made it more feasible to provide centralized processing for both school and public libraries, and on June 24, 1963 the center opened at 1225 Miller Street. During the first year of operation, service was provided solely to elementary schools. Service was extended to secondary schools in September, 1965. Since then, the uniform and centralized technical processing of library books for all libraries in the state--public and school--has received much praise.

With two program specialists in the School Library Services office, it has been possible to provide more service to school librarians and other administrators. Book evaluation committees have been organized, lists of books recommended for purchase have been compiled and distributed to all schools, meetings of librarians in small and large groups have been planned, as needed, joint school and public library projects have been coordinated and, most important of all, the New Standards for School Libraries in Hawaii; as Guidelines for the Department of Education was adopted by the State Board of Education on June 15, 1967. These standards were revised in 1972 and adopted by the Board of Education on December 21, 1972 as Goals for School Library Media Programs: Guidelines for Schools in Hawaii.

EXPANDING SERVICE FOR EXPANDING NEEDS

In the post-Sputnik era, the explosion of knowledge presented a challenge to education. School libraries were depended upon to make unique and essential contributions to backup accelerated curriculum programs.

The belief that good school library service is essential for quality education has been evident in the way school administrators have pressed for trained librarians, increased library collections and more adequate library facilities.

In Hawaii, obvious gains have been made in getting a bigger proportion of the State budget for books and other instructional materials. Legislators have further supported the school library program by consistently adding to the number of library positions. Especially noteworthy was the establishment of 15 library clerical positions, during the 1964 legislative session.

Certification requirements formulated by the Department of Education have set standards for the training of school librarians and media specialists. As of January 25, 1971, the new certification requirements for the school librarian specialist and the media specialist certificates have been in effect.

With the establishment of a professional library school at the University of Hawaii, and a Department of Educational Communications in the College of Education, resident students are now able to pursue further study in all aspects of media training at the graduate level. Having such courses so accessible will certainly result in a greater number of qualified librarians and media specialists to fill school library media positions in Hawaii.

New developments in education brought about a need for revision of the 1945 national standards for school libraries published in SCHOOL LIBRARIES FOR TODAY AND TOMORROW. In the 1960 STANDARDS FOR SCHOOL LIBRARY PROGRAMS, published by the American Library Association, the minimum requirements for an effective school library program are indicated in the form of qualitative and quantitative standards. In 1969, the American Library Association and the National Education Association jointly published the new statement of standards - STANDARDS FOR SCHOOL MEDIA PROGRAMS.

The standards serve as guides for evaluating library media programs and for planning further developments and improvements.

The recent accreditation of a number of our high schools and their need to meet accreditation standards will influence their library media programs. Accreditation standards for high schools are influencing library media programs in the efforts of the high schools to meet and maintain them.

Minimum architectural requirements for school library media centers and specifications for furniture and equipment are constantly being studied and revised.

To quote from the introduction to the 1939 manual, "The methods of organizing and carrying on the work of the school library presented in this study . . . provide a means of attaining desirable uniformity in our libraries and a definite standard of efficient organization which is possible for all schools . . . " [1]

The same statements still hold true for the current manual. Few changes have had to be made in basic procedures; centralized processing of library books is perhaps the most conspicuous.

In order for the well-organized library to be a library and not just a collection of materials, it must be used; and whether it is used or not depends, in great measure, upon the librarian.

". . . the well-trained librarian should anticipate service as both a teacher and as an instructional materials specialist. Where adequate funds and staff are availabl e, the school library can serve as an efficient and economical means of coordinating the instructional materials and equipment needed for a given school program. The librarian should always stand ready to provide informed guidance concerning selection and use of both printed and newer media." [2]

Thus, with better trained personnel and standards set for equipment, quarters and programs, Hawaii may expect continued growth in its school library media centers.

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[1] Department of Public Instruction. Library Manual for the Public Schools of the Territory of Hawaii, 1939, p. 7.

[2] American Library Association. Standards for School Library Programs, 1960, p. 12.

PHILOSOPHY OF SCHOOL LIBRARY MEDIA SERVICES*

The function of the media center is to support the philosophy, programs and educational objectives of the Department of Education and of the individual schools. It is important to review and understand these purposes and the accepted instructional approaches before proceeding to plan and implement a media program.

EDUCATIONAL PURPOSES

References to educational philosophy in Hawaii have been numerous and in different forms, although generally similar in content. Policy 2000 of the Policies and Regulations of the Department of Education mandates that school programs be "intellectual, aesthetic, and practical, with instructional practices which insure the learner the acquisition of knowledge relevant to living in the present and the arts and skills of knowledge-making for speculating about living in the future." An Outline of Direction emphasizes the "intellectual development of young people who must be taught to speak, read, write and think . . . ."

Of all the references, however, the publication that most comprehensively expresses the philosophy of the Department of Education is the recent Master Plan for Public Education in Hawaii. The master plan lists eleven educational purposes. The first, described as the most important job, is directed to the acquisition of the basic skills of speaking, reading, writing, listening, computing and thinking. The second focuses on learning experiences to foster motivation. The remaining purposes cover science, citizenship, sociology, physical and mental health, fine arts, family, ethics, vocations, and economics. The master plan concludes that the instructional program must be conceived from the viewpoint of the individual in a democratic society.

TEACHING STRATEGY

The master plan points out that educational purposes must relate to the process by which an individual acquires knowledge. "It is a process which calls for the full development of his conceptual and communicative powers--the techniques of analysis, generalization, and invention as well as the skills of communicating ideas and ideals effectively."

The trends in Hawaii have followed the national movement in individualizing instruction through team-teaching, non-gradedness, large/small group instruction, independent study and flexible (modular) scheduling. Efforts to implement educational complexes and large-school plants (or cluster schools) will result in articulation to provide for the entire K-12 range.

*Hawaii. Dept. of Education. Office of Library Services. Goals for School Library Media Programs. Rev. ed., 1972, pp. 5-6.

Acceptance of these teaching strategies will promote, foster, and support the concept of individualization, and the learner will be able to direct his attention toward the progress and problems of our society.

The media program which fully supports the school's instructional objectives allows for:

(1) Acceleration and enrichment of the learning process
(2) Various sensory modes of learning
(3) Expansion, updating and changes of curriculum
(4) Optimum use of teacher talents
(5) Improvement of educational efficiency in terms of cost.

THE FUNCTION OF THE SCHOOL LIBRARY MEDIA CENTER

The media center exists to support the educational philosophy, objectives, and programs of the school it serves. In order to do this, the center performs a tri-function - as the materials center, an instructional center, and a service center.

The media center as the MATERIALS CENTER serves the school by:

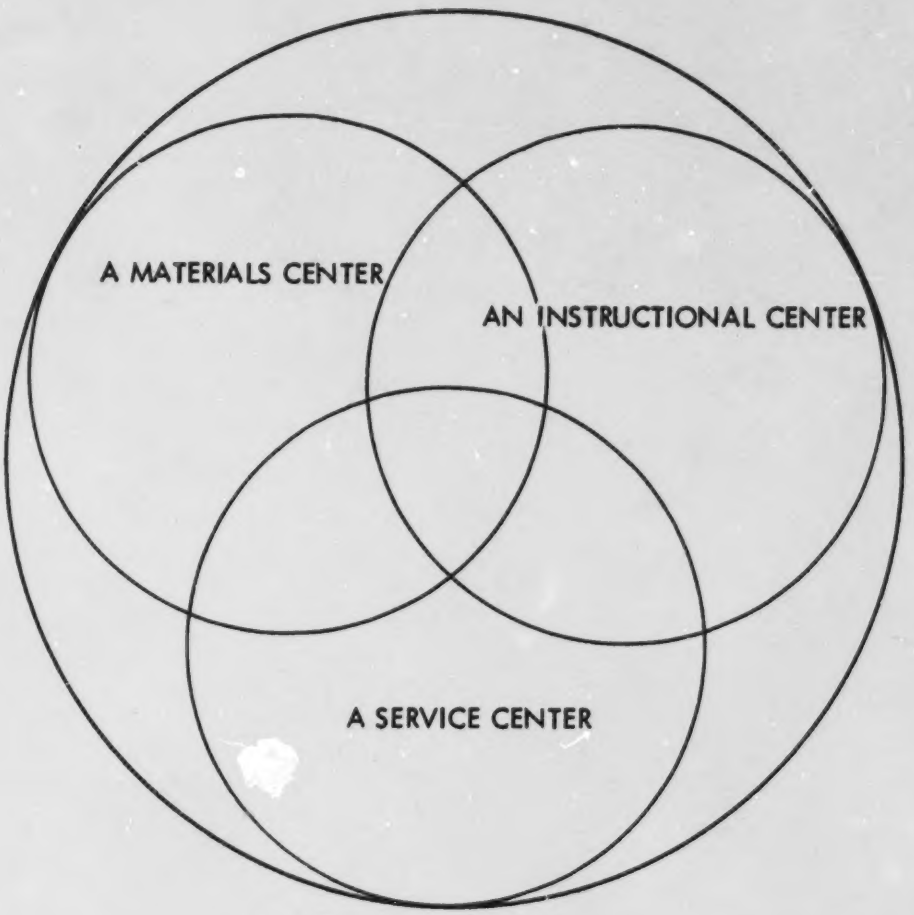
- Providing guidance in the evaluation and selection of media resources.
- Providing central purchasing of library media resources and equipment.
- Providing central cataloging, processing, and inventorying of library media resources and equipment to avoid unnecessary duplication.
- Providing a wide variety and balanced collection of media resources to meet individual interests and needs.
- Providing instructional materials which support and enrich the curriculum.
- Providing a professional collection of materials for the members of the instructional, supportive, and administrative staffs.

The media center as an INSTRUCTIONAL CENTER serves the school by:

- Providing adequate facilities for independent study, group work, and class instruction.
- Providing instruction and experiences in the use of media and libraries.
- Providing experiences for developing study skills.
- Providing experiences for developing skills in the production of audiovisual materials.
- Providing experiences for discovering new ideas and learnings through the use of a variety of media.
- Providing opportunities for meeting the recreational needs of students.
- Providing experiences in browsing and reading.
- Providing opportunities for practice in citizenship.
- Providing instruction and experiences in the use of new media equipment.
- Providing learning situations of value to student assistants.

The media center as a SERVICE CENTER serves the school by:

- Providing an efficient system of circulating library media resources and equipment.
- Providing assistance in solving reference problems.
- Providing information on the acquisition of new media resources and equipment.
- Providing classrooms with proper supplementary instructional materials for unit study.
- Providing adequate facilities, equipment, and supplies for producing audiovisual materials.
- Providing opportunities for cooperative evaluation and selection of media resources.
- Providing an attractive and conducive atmosphere for study and for promoting the use of the center's facilities and resources.
- Providing the necessary support services for research, for curriculum planning, implementation and evaluation.
- Providing additional information or resources from other community libraries or agencies.



THE FUNCTION OF THE SCHOOL LIBRARY MEDIA CENTER

PROMOTING USE OF THE LIBRARY MEDIA CENTER

One criteria for measuring a successful school library media program is the amount of use made of its facilities and resources by students and teachers. Motivating them to make maximum use of the center, then, is an important aspect of the center's staff responsibilities. The following suggestions for developing an on-going promotional program is based on material prepared by Mrs. Betty Martin, Director of Library Services, Greenville County Schools, Greenville, South Carolina, for the American Association of School Librarian's SCHOOL LIBRARY DEVELOPMENT PROJECT. The material has been revised and up-dated by the School Library Services Section, SLIM Branch.

SUGGESTIONS FOR PROMOTING THE USE OF THE SCHOOL LIBRARY MEDIA CENTER

Personal Considerations

- Be thoroughly familiar with your school goals and curriculum.
- Formulate objectives for the media center that implement these school goals.
- Read and re-read "Media Programs: District and School," ALA & NEA 1975.
- Be alert and receptive to new trends in school media center procedures.
- Be accessible to teachers and students.
- Develop for yourself the role of "materials specialist" as you work with faculty and students in many areas.
- Resolve to streamline or eliminate time-consuming and non-essential routines.
- Establish a good rapport with all school personnel.

Communication with the Principal

- Bring to his/her attention the Hawaii and national standards and discuss these with him/her.
- Arrange for a time to discuss with him/her your media program, and the objectives toward which you are working.
- Keep him/her informed about media center activities.
- Investigate with him/her the possibility of more flexible use of the media center so that individuals and groups may come to the center spontaneously as the need arises.
- Confer with him/her concerning the appointing of a faculty media center committee to work with you on the media program and problems.

Communication with Students

- Provide individual reading guidance.
- Give individual help necessary to perfect student research skills.
- Increase the scope of your materials collection to provide for various interests and reading levels.
- Make the media center a pleasant, attractive place which draws students and teachers.
- Be alert to developing problems of personality, or poor work habits, which may necessitate conferences with teachers or counselors.
- In media center activities, provide for the development of each student according to his potential.
- Borrow from classrooms or outside sources exhibits which would be of interest to students and display them with appropriate learning materials.
- Encourage student participation in the selection of media resources.
- See that articles about media center activities appear in your school newspaper.
- Arrange attractive displays to stimulate students to utilize the media center and its resources.
- Develop among your student assistants or media center club members a deeper understanding of library media services and a broader knowledge of various types of media.

Communication with Parents

- Confer with parents or parent groups to inform them about the school media program.
- Work with parent volunteers in providing library media services.

DISPLAYS AND EXHIBITS

To create a friendly and inviting atmosphere in the media center, certain decorative devices may be used. A few selected posters, book jackets or pictures mounted on attractive mats of colored paper will catch the attention. Framed pictures should be chosen carefully and selected for meaning as well as for artistic purposes. Framed pictures of students' art work always attract the attention of fellow students and establish pride and confidence in the student artist.

A. FUNCTIONS OF MEDIA DISPLAYS AND EXHIBITS

1. To stimulate students' interest in media resources.

2. To stimulate students' interest in reading.

3. To inform pupils and teachers of media facilities and to make them aware of the treasures to be found in the center through the publicity of media such as books, periodicals, pamphlets, films, audiotapes, etc.

4. To publicize quotations, news items, and information, or to teach attitudes and routines.

5. To enhance the appearance of the media center since colorful displays on bulletin boards or bright, meaningful posters add to attractiveness and atmosphere.

6. To produce variety in the media center through frequent change of displays and exhibits, thus, stimulating greater interest.

B. PRINCIPLES OF GOOD DISPLAYS AND EXHIBITS

These should be entertaining, instructive and informative; their effectiveness depends upon:

1. Purpose
2. Preparation
3. Timeliness
4. Frequent change
5. Attractiveness to the mind and eye
6. Simplicity
7. Location
8. How they are related to units of work, books, etc.
9. How they are used

C. SUGGESTIONS IN COLLECTING DISPLAY IDEAS

1. Folder marked Library Display Ideas may be kept c[illegible]e in a Displays and Exhibits drawer of the pamphlet or picture file. All ideas offering possibilities for displays and exhibits may be kept therein with new ones added whenever possible. The "Library Display" pages of the WILSON LIBRARY BULLETIN, THE INSTRUCTOR, THE GRADE TEACHER, and other professional magazines offer many ideas for displays and exhibits.

2. Book jackets may be filed in folders according to subjects or display possibilities in this same file drawer, making them easily accessible for displays.

3. A collection of posters, publishers' catalogs, advertisements, and magazine pictures may be kept on file to be used for cut-out material.

4. Commercial letters may be used for quick captions for displays. If the letters are white, many kinds of paper or fabrics can be used for background on light-colored bulletin boards.

5. Posters are available for Book Week, American Education Week, National Library Week, etc.

D. MATERIAL WHICH MAY BE USED IN DISPLAYS

1. Poster paper, paint, ink, pens, crayons
2. Construction paper for cut-out displays
3. Book jackets
4. Posters illustrating book titles, characters, holidays, etc.
5. Clippings and pictures of current events
6. Lists of books, poems, and pictures
7. Maps showing homes or birthplaces of authors, settings or characters of books
8. Book reviews written by children
9. Portraits of famous people
10. Objects to symbolize idea or subject of group of books
11. Materials produced by the children in classroom activities
12. Exhibits provided by community groups.

BULLETIN BOARD KIT

Librarians are encouraged to assemble a bulletin board kit, which should contribute to library attractiveness and to more effective bulletin board displays. Get a light weight tool kit with a removable tray. The kit should include basic cutting tools, adhesives, color & lettering accessories, and surface or background materials. Many of these can be purchased from the D.O.E. Storeroom, such as:

Felt Pen, Marsh & Lettering Kit #4
(black, blue, red, yellow)
Ink, American India, black 3/4 oz.
Cement, rubber, 4 oz.
Glue, Higgins vegetable, quart size
Plasti-tak
Tape, cellophane 3" core
1/2"
3/4"
1"
Tape, masking, 60 yard
1/2"
3/4"
1"
2"

Bristol board, 22 1/2" x 28 1/2"
(blue, brown, green, red, white, yellow)
Paper, construction, 12" x 18" (100 per pkg.)
15 assorted colors
Paper, construction, 18" x 25" (25 per pkg.)
assorted colors
Paper, oak tagboard, 18" x 24"

FROM OTHER SOURCES

Pre-cut letters, graphic white cardboard 3"
Instructo #30, felt red and yellow, caps, 3"
Instructo #41, felt and yellow, lower case
Kenworthy manuscript, #2040,
3" light cardboard, caps and lower case
Exacto knife

BULLETIN BOARD TIPS

To save time, find the mid-point of your bulletin board and mark the center at the top and bottom permanently.

Quick and easy letters for bulletin boards can be made with pins and pipe cleaners. Shape the letters from pipe cleaners, then pin them to the bulletin board.

To give a third-dimensional (3-D) effect for letters on the bulletin board, pin the letters on carefully--keeping the pins perpendicular to the board. After the letters have been arranged, pull them away from the surface about one-half inch. Their shadows will give the illusion of depth.

Scotch brand masking tape No. 400 with adhesive on both sides--is excellent for sticking letters, pictures, and cut-outs on the bulletin board.

FACILITIES AND EQUIPMENT

This chapter will be added to the manual at a later date.

TEACHING THE USE OF MEDIA AND LIBRARIES

Every school should develop a program of instruction in the use of media and libraries. The program outline should serve as a general guide for teachers and librarian. It should be recognized that the teaching of fundamental library skills and basic study skills is the joint responsibility of the media center and teaching staff.

To assist schools in developing a program of library media instruction suited to the local situation, the following outline of sequential development of library skills is suggested:

SEQUENTIAL DEVELOPMENT OF LIBRARY SKILLS

Skills	Levels						
Library orientation	A	B	C	D	E	F	G
Library courtesy and citizenship	A	B	C	D	E	F	G
Care of materials, equipment, facilities	A	B	C	D	E	F	G
Awareness of various kinds of literature	A	B	C	D	E	F	G
Develop auditory and perception skills	A	B	C	D	E	F	G
Reading for pleasure	A	B	C	D	E	F	G
Location of books	A	B	C	D	E	F	G
Reading for information		B	C	D	E	F	G
Parts of a book		B	C	D	E	F	G
Book facts		B	C	D	E	F	G
Develop awareness of other than story books		B	C	D	E	F	G
Introduction of other resources		B	C	D	E	F	G
Three main types of books			C	D	E	F	G
Use of index and table of contents			C	D	E	F	G
Use of non-book materials			C	D	E	F	G
Summarizing books			C	D	E	F	G
Awareness of alphabetical order			C	D	E	F	G
Use of the card catalog				D	E	F	G
Dewey Decimal Classification System				D	E	F	G
Call numbers				D	E	F	G
Use of dictionaries					E	F	G
Use of encyclopedias					E	F	G
Note-taking					E	F	G
Use of other reference books						F	G
Evaluative use of various resources						F	G
Locate, collect and organize information from various sources							G
Prepare a bibliography							G
Special resources for specific subject areas							G

SEQUENTIAL DEVELOPMENT OF LIBRARY SKILLS

Level A

1. Orientation to the library
    a. What it is
    b. Materials and services available
    c. How the library is used
    d. Who operates it
    e. Tour of the library
        1) Activity areas (e.g.: storytelling, reference, production, charge out, etc.)
        2) General location of various materials

2. Library courtesy and citizenship
    a. Consideration for other users
    b. Checking out materials

3. Care of materials, equipment, facilities

4. Develop awareness of various kinds of literature (e.g.: fairy tales, animal stories, poetry, etc.)

5. Develop auditory and perception skills
    a. Storytelling
    b. Listening areas (phonotapes, phonodiscs)
    c. Viewing areas (filmstrips, slides, 8mm loops, etc.)
    d. Displays of illustrations in books, art prints, etc.

Level B

1. Locating books in the library
    a. Location of easy books
    b. Explain spine markings and arrangement by author's initial

2. Parts of a book (e.g.: cover, spine, title page, etc.)

3. Book facts (e.g.: author, title, illustrator, etc.)

4. Develop awareness of other than story books (e.g.: biographies, arts & crafts, etc.)

5. General introduction of other resources (e.g.: filmstrips, phonotapes, phonodiscs, etc.)

6. Continue development of auditory and perception skills.

Level C

1. Differentiate three major types of books - easy, fiction, non-fiction
   a. Markings on the spines
   b. General arrangement on shelves and location in library

2. Awareness of alphabetical arrangement
   a. Arrangement on shelves
   b. Arrangement in dictionary
   c. Arrangement in encyclopedia

3. Utilization of various parts of book (e.g.: table of contents, index, etc.)

4. Utilization of non-book materials such as filmstrips, phonodiscs, etc.

5. Reading in a variety of areas

6. Sharing and summarizing books

7. Introduce fiction section via specific authors, e.g. Bulla, Cleary, Haywood, Sobol, etc.

Level D

1. Use of the card catalog
   a. Alphabetical arrangement in the card catalog
   b. Three main types of catalog cards
   c. Information on catalog cards

2. Arrangement of materials by Dewey Decimal Classification System

3. Location of materials by call numbers

4. Basic research techniques utilizing card catalog, index and table of contents.

5. Reading for information as well as pleasure.

Level E

1. Use of encyclopedias
    a. Types of encyclopedias
    b. Use of index
    c. Use of cross references

2. Use of dictionaries
    a. Types of dictionaries
    b. Information in dictionaries

3. Locate information independently through use of card catalog

4. Read for comprehension and note-taking

Level F

1. Use of other reference books
    a. Readers' Guide to Periodical Literature
    b. World Almanac
    c. Atlases
    d. Indices

2. Use of other resources (e.g.: maps, globes, realia)

3. Identify purposes for using various resources - book and non-book

Level G

1. Evaluative use of various resources (books, periodicals, newspapers, filmstrips, art prints, slides, etc.)

2. Special resources for specific subject areas

3. Locate, collect and organize information on given topics by utilizing the card catalog, book and non-book resources

4. Make a bibliography

This approach is a departure from the graded program approach of library skills instruction. The sequential approach provides for greater flexibility and recognizes the need of individuals. It considers the maturity of the student, his background of experience and previous training in the use of libraries, his level of development and knowledge of library skills, his capacities, needs and interests. It also attempts to make the learning of library and study skills more meaningful by taking the student where he is and relating the instruction to his needs and interests growing out of classroom assignments, projects or independent study.

A number of commercially prepared instructional materials for teaching the use of media and the libraries is available on the market for teachers and librarians to assist students in meeting the objectives of the skills instructional program.

PUPIL ASSISTANCE IN THE SCHOOL LIBRARY

Traditionally, Hawaii students in both elementary and secondary grades have given certain types of services in the library, the cafeteria, the school office, etc. On the whole, when programs are properly planned, the students do obtain some positive values which may offset the effect of loss of class time. However, librarians and administrators must be constantly on the alert to insure that that condition prevails.

Rather than present any cut-and-dried plan for general use, librarians are urged to discuss the problems involved with their administrators and with other librarians in order to develop effective plans for their own schools. Because some librarians find it difficult to break away from a well-established habit of "having one or two different library monitors for each day" a list of alternate approaches follows; there are several possible combinations of these also. The first ones listed are particularly appropriate for elementary schools:

(1) Promote a library volunteer-librarian assistant school service club. Regardless of the name given such an organization, volunteers work before and after school and/or at recesses, doing many of the everyday routines. (Monthly meetings, an end of the year festivity, or similar attractions may be part of this plan.)

(2) Two to six students are appointed in each group to be "class-librarians" who assist the librarian in a variety of patterns, such as carding books and shelving them on the morning the class is scheduled and then acting as loan desk assistants when their class visits the library.

(3) Having a task force of a number of children from selected groups come in to card, shelve, do simple mending, etc., during the before-school period and for the 1st half hour or hour of the school day.

(4) Install a self-shelving plan.

(5) Install a self-charging plan.

(6) Utilize, where feasible, more parent volunteers (usually effective only when supported and administered by the PTA).

(7) Keep the "regular daily monitor" plan but send students back to classes as soon as possible.

(8) Utilize class projects for keeping the library bulletin boards and display cases attractive and current.

(9) Work with teachers, guidance people, and the administration to sell the value of library-work as a valuable experience for college-bound students.

To expand on the last item--regardless of the plan now in use, or contemplated, we are failing if a student does not receive from his experience in the library something of value particularly for him, whether it be the 4th grade child who learns to stamp books neatly or the sophomore who learns the importance of the periodical index in searching for current material--as well as getting academic credit for a year's work.

Each librarian, who is calling on students to help in the library, seriously considers for that particular school, such questions as the following:

(1) Am I demanding or expecting more of these people than they are able to produce?

(2) What can I teach them in exchange for their services?

(3) Are there students who will profit most, not by what I teach, but by how I behave toward them?

(4) Are they getting an opportunity for the fun of being in a library--a chance at the new books, magazines--an opportunity to share reading experiences--exposure to the delights of reading?

(5) Am I making this a stepping stone to other work experiences so that they understand it as such, not mere drudgery?

In the foreseeable future students will continue to work in our school libraries. Such questions as the above deserve serious consideration on the part of librarians who are working with them.

THE CENTRAL LIBRARY BOOK COLLECTION

Every school has a collection of books of various titles which have been acquired to supplement the textbook collection. These books, usually informational, recreational or reference in character, form the nucleus of the central library collection. There are often only one or two copies of a title, though in some cases, there may be five or more of the same title. Such books can be handled most efficiently and economically and be of greatest use in the school when organized into a central library collection. Reference books, usually expensive, are most efficiently used in the center rather than duplicating in all classrooms.

Emphasis placed on classroom libraries (large collections of books in each classroom) does not mean an intrusion upon the development and administration of a central library book collection; the one is a complement of the other.

To enrich the curriculum for all students should be the dominant purpose of library organization and service. This objective cannot be realized through mere provision for a collection of books, but necessitates first, a careful selection of books, and second, a collection organized for use. If book funds are to be expended to the best advantage and a well-balanced collection of suitable materials provided for students and teachers, more thought must be given to the selection and purchase of the books which compose the central library collection.

A well-balanced central collection should provide for pupil exploration, individual research and an appreciation of books. If students are to make intelligent use of books and materials other than textbooks, develop their own personal interests, and find and organize materials for specific purposes, the central library collection must be organized for efficient service to both pupils and teachers. Such organization makes all books available to the entire school and includes the prompt processing of incoming orders, a charging system, and a complete index to the book resources of the school in the form of a public card catalog.

PRINCIPLES OF BOOK SELECTION

Selection Principles

1. The SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL LIBRARY MEDIA CENTER PROGRAMS (Approved by American Association of School Librarians Board of Directors, Atlantic City, 1969) reads as follows:

> The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

2. Selection Suggestions for Hawaii School Librarians

Library materials are selected to meet the needs of individual schools:

1) To fill curriculum needs
2) To answer general and specific reference questions
3) To provide for a wide range of abilities

Library materials are selected to meet the needs of individual students in terms of:

1) Their interests
2) Their recreational and inspirational needs
3) Their reading abilities
4) Their cultural heritage

Library materials which are selected should:

1) Make a genuine contribution to a significant part of the curriculum
2) Be accurate, informative, written in a suitable style
3) Be attractive in format
4) Present different points of view

3. Evaluating Books for Children

Many school and public librarians, teachers and subject specialists are involved in the process of evaluating and selecting books for the library shelves. The objective is to have as wide a group participating as possible. Since statehood, publishers have been very generous in supplying review copies while joint committees of school, children's and young adult librarians have been working on purchase lists of current materials. The following criteria are being used for this activity. It is from Supplement C to Small Libraries Project, American Library Association. Any department personnel desiring to make recommendations for inclusion on the buying lists should refer to these criteria as a guide.

FICTION

Style

Has the author combined words, phrases, and sentences in an engrossing manner? Is the style highly personal? Is the vocabulary alive, varied and precise, or an assemblage of well-worn words and phrases? Is the style suitable to the subject? Can it be characterized by any of the following words (or by any other words): effortless, rich, terse, poetic, awkward, distinguished, muddy, clear?

Plot

Are the elements of the plot well selected so that the story progresses smoothly to climax and denouement without side issues or a surfeit of episodes? What importance does the plot have in relationship to the other aspects of the book? Is the plot logical and plausible?

Atmosphere

Does the setting, whether real or imaginary, seem vivid? Do descriptive details enhance the plot or hinder it? Are scenery, food, clothing, etc., described in a lively fashion?

Characterization

Do the characters come to life three-dimensionally? Are they instead stiff or thin or merely vehicles for advancing the author's plot or purpose? Do the characters grow or change as the story progresses?

NON-FICTION

Style

Literary criteria should apply in judging an informational book as well as a story. In addition, is the presentation particularly clear? Is the style suitable for the age to which the author is directing the book?

Authenticity
Is the information accurate? Up to date? Is the subject placed accurately in its historical setting or perspective?

Fulfillment of Purpose and Scope
Do the contents contain exactly what the title and/or preface state they will contain? If the book is a survey, is every important phase of the subject given more emphasis than less important details?

ALL BOOKS

Theme
What is the author's purpose in writing the book--to entertain, to inform, to impart wisdom? What portion of life is he trying to illumine for children? What is the author's approach to his theme?

Originality and Imagination
Is this book a contribution which this author, and no other, could have written? Or is the author following a formula which makes his book indistinguishable from a number of others? Are the words so matched to experience that children come away from the book with fresh concepts?

Integrity
Has the author written with respect for his readers? Has he avoided the shoddy, the cheap, the sentimental? Has he given his best efforts to the book?

Humor
Is this leavening factor present wherever possible? Even in informational books or books of serious intent, humor is rarely out of place.

Vitality
Is the book exciting to read? Do you live the situations as you read them? Do you retain a strong impression of the book after you have read it?

Importance
Is the author qualified, particularly in the field of nonfiction? What other books has the author written? Are they more or less important than this? What other books have been written in the same field by other authors? Are they more or less important than this book?

Format
Is the format appropriate to the subject? Is the shape pleasant to handle? Is the text well placed on the page, with sufficiently wide margins and leading? Is the illustration well matched to the text? To the contents? Is it meant to explain, extend, or decorate the text?

Contribution to Children

Will this book add to a child's knowledge or wisdom? Will this book be such an important experience that he will have grown a little by reading?

Freedom from Stereotyping

Is the book free of stereotypes, e.g. sexism, racism, etc.?

THE STATE CENTRALIZED PROCESSING CENTER (CPC)

The Centralized Processing Center is responsible for ordering, cataloging, physically processing, and shipping library materials to all public school and public libraries of the State of Hawaii.

CPC Book Order Lists

A. New Juvenile (Grades K-8) and Young Adult (Grades 9-12) Titles

The preparation of new title book order lists is the responsibility of the State Library Book Evaluation Committees which meet regularly with the staff specialists of the School Libraries and Instructional Materials Branch and the consultants of the Hawaii State Library.

The books which appear on the new title lists are read by reviewers and evaluated by committee members composed of school and public librarians. Each title on the lists is annotated and rated by the committee. When known, sources of professional reviews are also cited. In order to provide a more graphic aid in book selection, the following system of codes on new title lists has been adopted:

KEY TO SYMBOLS

Book Review Sources

B	The Booklist
C	Children's Book Center Bulletin
Ch	Choice
H	Horn Book
K	Virginia Kirkus
L	Library Journal
S	AAAS Science Books
SL	School Library Journal
T	Top of the News

Public Library Coding

Juvenile

P	-	All Branches
B	-	Limited Branches (dependent on size, budget, type of community)
R	-	Regional Branches
S	-	Hawaii State only
X	-	Not recommended for Public Libraries
Y	-	Also listed on Young Adult list showing possible scope of book

Young Adult

P	-	All branches, even smallest, should consider.
B	-	Branches having special need for subject or title should consider.
R	-	Regional libraries
A	-	Use for adult. In HSL; suggest adult consider if not in branch collection.
S	-	Hawaii State Young Adult only.
X	-	Not recommended for public libraries.
J	-	Also on Juvenile list.

School Library Coding

1	Excellent
2	Good
3	Satisfactory
4	With Reservation (The book should be given careful consideration before purchase. Other reviews or the book itself may need to be checked.)
5	Teacher Reference
6	Not recommended for School Libraries
7	Not Recommended
J	Also on Juvenile list
Y	Also on Young Adult list, showing possible scope of book.

BASIC BOOK SELECTION SOURCES

Replacement Title Lists consist of older titles judged to be of worth to a quality collection. These lists include some titles that have appeared previously on New Title Lists with favorable ratings. In addition, they may also include titles from the basic book selection sources that appear below:

For convenience, the following system of codes has been adopted:

KEY TO SYMBOLS

KEY	SOURCES
AAAS	American Association for the Advancement of Science. THE AAAS SCIENCE BOOK LIST, 3RD EDITION. AAAS, 1970.
AAAS-C	American Association for the Advancement of Science. THE AAAS SCIENCE BOOK LIST FOR CHILDREN, 3RD EDITION. AAAS, 1972.
ACE	Association for Childhood Education International. BIBLIOGRAPHY OF BOOKS FOR CHILDREN, 1974 EDITION. ACEI, 1974.
ALA-E	Hodges, Elizabeth D., comp. BOOKS FOR ELEMENTARY SCHOOL LIBRARIES. American Library Association, 1969.
CC '71	CHILDREN'S CATALOG & Supplements. H. W. Wilson, 1971.
ESLC, 9th	Van Orden, Phyllis, ed. THE ELEMENTARY SCHOOL LIBRARY COLLECTION, 9TH EDITION. Bro-Dart Foundation, 1974.
JH '75	JUNIOR HIGH SCHOOL LIBRARY CATALOG & Supplements. H. W. Wilson, 1975.
NAIS	National Association of Independent Schools. BOOKS FOR SECONDARY SCHOOL LIBRARIES, 4TH EDITION. R. R. Bowker, 1971.
NYPL '76	BOOKS FOR THE TEENAGE, 1976. New York Public Library, 1976. (Revised annually)
SH '72	SENIOR HIGH SCHOOL LIBRARY CATALOG & Supplements. H. W. Wilson, 1972.

PURCHASE RECOMMENDATIONS ON NEW TITLES CPC ORDER LISTS
REVISED CODING FOR SCHOOL LIBRARIES*
"JUV" AND "YA" LISTS

1	Excellent	:	The caliber of the book is of high quality and is especially useful for Hawaii school libraries; first purchase recommendation.
2	Good	:	The caliber of the book is of acceptable quality and appropriate for curriculum use; second purchase recommendation.
3	Satisfactory	:	The book is not exceptional, but may be useful if there is a special need for more material on the subject; buy where needed.
4	With Reservation	:	The book should be given careful consideration before purchase. Other reviews or the book itself may need to be checked. Books in this category may include:

A. Conflicting reviews
B. Controversial
C. Expensive item
D. For the mature reader
E. Limited appeal
F. Special education
G. _____ (Other)

5	Teacher Reference	:	The book would be useful for the professional collection and might be used by librarian and/or teacher with students.
6	Not Recommended for School Libraries	:	The book is of questionable value to the school library collection and/or yet appropriate for the public library.
7	Not Recommended	:	The book is not worth buying. Poor in over-all quality.
Y		:	Also listed on Young Adult List.
J		:	Also listed on Juvenile List.

*The coding is based on suitability for schools in Hawaii, in addition to literary quality, format, illustrations, etc.

Revised 5/68

B. Basic, Replacement & Duplicate Titles

Book order lists for basic, replacement and duplicate titles are compiled by the School Library Services office from requests received from the field.

Special book recommendation forms, which may be duplicated at the school level, are supplied to all schools. The completed forms may be submitted at any time to the SLS office to ensure that the titles will appear on the order lists.

A Sample Book Recommendation Form

Class No. Author: _____ (Last Name, First Name, Middle Initial)		
Title:		
		Binding: ____ Hardcover ____ Paperback
Publisher:		Year:
Grade level:	In B.I.P.:	Price:
Listed in: (Indicate source)		
Recommended by:		

C. Special Order Lists

1. "Rush Lists"

Titles which appear on "rush lists" are those which have been identified by the State Library Book Evaluation Committee as items for which the demand is great and the need is immediate. Rush lists are issued nine times during the year.

2. "Repass Lists"

In order to accommodate special needs for replacement and duplicate titles, provisions have been made so that orders for titles which appeared on previous CPC order lists may be repeated. The repass list, issued in April, consists of titles submitted from the field. Title requests are submitted on book recommendation forms to the SLS office.

Distribution of Order Lists

A. To all elementary/intermediate schools (K-9)

1. Juvenile New Titles
2. Juvenile Replacement & Duplicate Titles
3. Young Adult New Titles
4. Young Adult Replacement & Duplicate Titles
5. RUSH Lists
6. Encyclopedias
7. Paperback Lists

B. To all senior high schools (10-12)

1. Juvenile New Titles
2. Juvenile Replacement & Duplicate Titles
3. Young Adult New Titles
4. Young Adult Replacement & Duplicate Titles
5. Adult New Titles
6. Adult Replacement & Duplicate Titles
7. RUSH Lists
8. Encyclopedias
9. Paperback Lists

C. To K-12 schools

1. All lists listed under K-9
2. All lists listed under 10-12

SELECTION & ORDERING PROCEDURES

Book selections are to be made from titles which appear on CPC order lists, only. As mandated by the Legislature, a minimum of 90% of an elementary and 80% of a secondary school's allotment for library and reference books must be spent on titles which appear on the CPC book lists. The balance may be spent independently, outside of CPC. This leeway is given to schools so that titles which do not appear on the lists may be ordered independently to meet special school needs.

Approval to spend more than 10% (elementary) and 20% (secondary) outside of CPC must be obtained from the respective District Superintendent and be accompanied by appropriate justification. Forms are available from the School Library Services office.

The new order schedule and information pertinent to ordering of library books through CPC are issued annually to all schools during the months of May and September.

When placing book orders through the Center, the total cost amount as shown on the school's transmittal slip will be charged to the school. The transmittal slips are forwarded to the State Business Office which will then deduct the amount from the school's Library and Reference Book Allotment. Processing costs (including cost of catalog cards, book cards and pockets) will not be charged to the schools.

CANCELLATIONS

Order slips for titles cancelled (whether out-of-print or out-of-stock) will be returned to schools, as soon as the Center is notified by the jobbers. Schools with CPC book accounts receive a credit memo for cancellations. This amount is added to the school's account for the following school year.

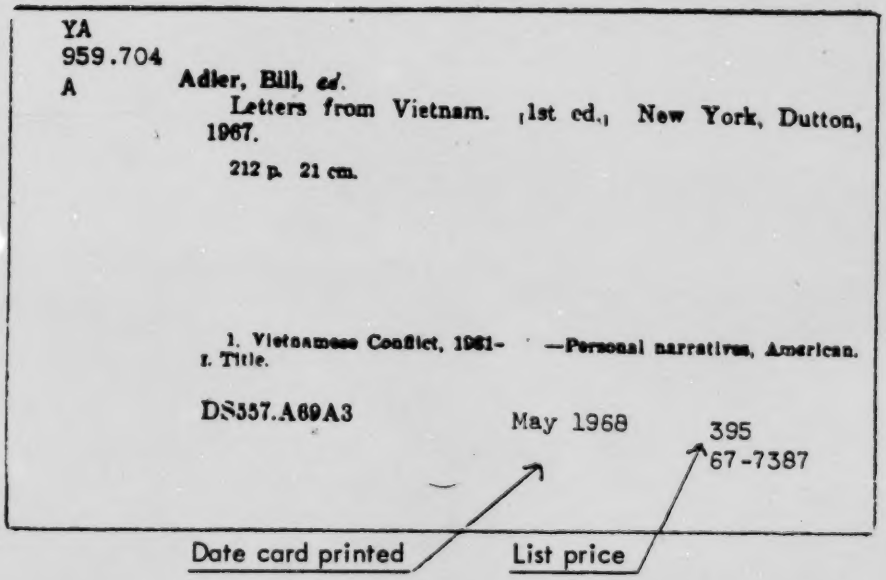
CATALOGING AND CLASSIFICATION

A uniform method of cataloging--especially the assignment of classification numbers--is a must, since centralized processing includes both public and school library books. The cataloging procedures adopted are not compatible with present practices in some schools. Special catalog cards, pointing out differences in classification numbers, may need to be made by librarians if they find this necessary.

Catalog cards sent out with the books will be filed by the librarian in the school. In the case of duplicate titles, the librarian will note the accession or copy numbers of the books on the shelf list card.

The latest edition of the DEWEY DECIMAL CLASSIFICATION AND RELATIVE INDEX (18th ed.) is used to classify all library books. The SUBJECT HEADINGS USED IN THE DICTIONARY CATALOG OF THE LIBRARY OF CONGRESS is the basic authority for the assignment of subject headings.

A SAMPLE CATALOG CARD



Communication with the Faculty

- Bring the faculty into your planning through the faculty committee. Formulate together the first steps in proceeding toward state and national standards.
- Keep up-to-date information concerning topics being studied in the classroom.
- Let it be known that you would like to participate in faculty in-service education meetings, departmental meetings, and curriculum planning meetings.
- Notify faculty members about materials which are of interest to them.
- Be ready with suggestions to help teachers develop new techniques in the utilization of various types of learning materials.
- Work closely with the faculty in the selection of materials.
- Help teachers identify the strategic times when library skills may be taught functionally.
- Offer to compile needed bibliographies for teachers.
- Catalog instructional materials so that teachers may locate them easily.
- Keep in close touch with the faculty in order to contribute to the guidance program.
- Advertise your services for students: selection of learning materials, reading guidance, etc. Schedule individual conferences as needed for students.
- Display professional materials for your teachers.
- Relax and simplify circulation procedures to fit needs.
- Feel responsible for keeping informed about learning materials.
- Broaden the horizons of media services to include many activities outside the four walls of the center.
    a. Visit classrooms to give talks
        (1) About new learning materials.
        (2) About collections of books and audiovisual materials especially selected according to interests and reading levels for a class.
        (3) About evaluation of various resources.
        (4) About developing personal libraries.
        (5) About critical reading and research.
        (6) About sources and subject headings needed by a certain class for reference work in the media center.
        (7) About the use of special reference books.
        (8) About the world's great books.
        (9) About books related to recently shown films, filmstrips, or other audiovisual materials.
    b. Visit classrooms to be apprised of on-going activities.

SPINE MARKING PRACTICES

GENERAL COLLECTION

Fiction

Adult: Not marked in any way on the catalog cards, book pocket, and spine. Applies to public libraries and schools.

Young Adult: The symbol YA and the initial letter of the author's last name appear on the catalog cards and on the pocket, but not on the spine. Applies to public libraries and to schools.

Juvenile: The symbol J appears over the first letter of the author's last name on the catalog cards and book pocket, but not on the spine. Applies to public libraries and to schools.

Easy: Easy books show the symbol E on the catalog cards and book pocket, but are not marked on the spine. Applies to public libraries and to schools.

Non-fiction

Adult: The class number and the initial letter of the author's last name appear on the catalog cards, book pocket, and the spine. Applies to public libraries and to schools.

Young Adult: The symbol YA, the class number, and the initial letter of the author's last name appear on the catalog cards and the pocket. The symbol YA is left off the spine. Applies to public libraries and to schools.

Juvenile: The symbol J, the class number, and the initial letter of the author's last name appear on the catalog cards, book pocket, and the spine of public library books only. The symbol J is left off school library books.

Reference: The symbol R is part of the call number and appears on catalog cards, the pocket, and the spine. Applies to public libraries and to schools.

Biography: The symbol B and the biographee's last name appear on the catalog cards, the pocket, and the spine. Applies to public libraries and to schools.

HAWAIIANA

Fiction

Adult: The symbol H appears over the first letter of the author's last name on the catalog cards and book pocket but not on the spine. Applies to public libraries and to schools.

Young Adult: Same as above, but in addition the symbol YA appears at the top of the call number.

Juvenile: The symbol J appears over the symbol H and the first letter of the author's last name on the catalog cards and book pocket, but not on the spine. Applies to public libraries and to schools.

Easy: The symbol H appears over the symbol E on the catalog cards and book pocket, but neither appear on the spine. Applies to public libraries and to schools.

Non-fiction

Adult: The symbol H appears over the class number and the first letter of the author's last name on the catalog cards, book pocket, and the spine of public library books. The symbol H is left off the spines of school library books.

Young Adult: The same as above except that YA appears on the catalog cards and book pocket but not on the spine of both public library and school library books; and, in addition, the symbol H does not appear on the spines of school library books.

Juvenile: The symbol J appears over the symbol H, class number, and the first letter of the author's last name on the catalog cards, book pocket, and the spines of public library books. The symbols J and the H are left off the spines of school library books.

Reference: As above, with the addition of the symbol R at the top of the class number for both public libraries and schools.

Biography: The symbol H appears over the symbol B and the biographee's last name on the catalog cards, book pocket, and the spine for public libraries. The symbol H is left off the spines of school library books.

NOTE: Individual schools may need to add special spine markings to fit their needs.

WHEN YOU HAVE A PROBLEM OR COMPLAINT

Write to: Centralized Processing Center
690 Pohukaina Street
Honolulu, Hawaii 96813

Telephone: 537-6381
537-6382
537-6383

Business hours: 7:30 a.m. to 4:00 p.m.
daily, Monday through Friday.

The Center is organized into four sections, as listed below: The section head's name is given first, and in parentheses is listed the first assistant to the section head.

The Order Section: Edith Ozaki (Norma Kashinoki)
*The Catalog Section: Yoshie Urata (Mary Kaneko)
The Printing Section: Raymond Ching (Harriet Chang)
The Book Preparation, Bindery, & Shipping Section: Mildred Nagasawa (Chiyuki Kawamoto)

*Any discussion of call number assignment & decision-making regarding the assignment should be discussed with Miss Caroline Masutani, Head Cataloger.

Specific complaints or requests for information may be directed to the appropriate section head (or assistant in the event of the absence of the section head) when the matter seems to lie clearly within the jurisdiction of one or the other.

If, after discussion, the matter is not as clear as was first thought and a referral or solution of the problem is not evident, or, if satisfaction is not received, the caller (or writer) should feel free to get in touch with Mr. Takashi Akimoto, Director.

Defective books

Physically imperfect or defective books should be returned at once to the Center for replacement, such as: books with pages missing, pages upside down, blank or partially blank pages, etc. A note should be enclosed with name of the school library.

The vendor or publisher, as the case may be, will be asked to replace each defective copy.

HOW TO PROCESS BOOKS RECEIVED FROM THE CENTRALIZED PROCESSING CENTER

1. Check if original order slip in book has school's code number/name.

2. Spot-check books for possible defects.

3. Check book against duplicate order slips in "on order" information file.

4. Check catalog cards to see that set is complete and correct.

5. Verify subject headings for appropriateness and sufficiency. Make notations on scratch cards if additional subject headings are needed.

6. Stamp name of school on top edge of book and on the bottom of the title page for identification.

7. Paste a date due slip in each book, unless pre-dated slips or some other means of showing date due is used.

8. Add any special location symbol, as needed: e.g., letter E and/or author's initial on Easy books; R for non-circulating reference; T or P for professional books, etc. Mark catalog cards accordingly.

9. Each title will be sent with a set of cards. If the book is a duplicate copy of a title already in your school, check new cards against existing file of shelf list (inventory) cards:

   a. If the call numbers are identical, file the shelf list card and discard the rest of the set of cards or use as scratch cards.

   b. If the call numbers are not identical, file new set of cards. When the last of the older copies of a title is discarded, shelf list and catalog cards for it should be withdrawn and discarded.

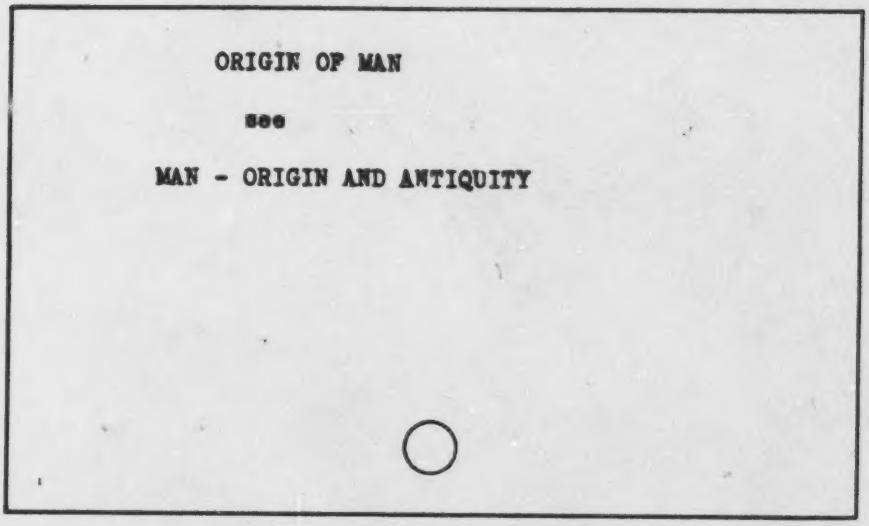
10. When two copies of a title have different author or classification entries, cross-reference cards may be made. They will not be supplied by the Center.

Cross reference cards

These cards refer from one entry not used to one used, or to additional material under another heading. There are two kinds, "see" references and "see also" references.

a. "See" reference card: The "see" reference card refers the searcher from a heading not used to that under which material can be found. These are made for variations in an author's name and for subject headings. Author cross reference cards are typed in black. Subject reference cards are typed in red if red is used in the catalog to indicate subject, if not, type subject heading in capital letters.

Instructions for typing: Type subject heading not used at 2nd indention 2 line spaces from the top of card. Type "see" 2 line spaces down at 17th space from left edge, or at 3rd indention. Type heading used, 2 more line spaces down, at lst indention.

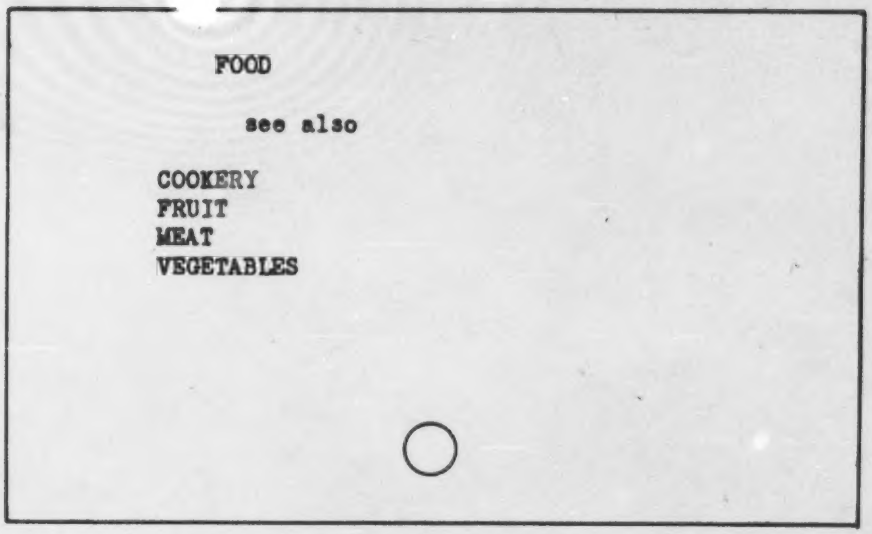


"See" Reference Card

b. "See also" card: The "see also" card refers a user to additional related material under different subject headings. Before making "see also" cards be sure that:

1) The card catalog has material under the term referred from.
2) The term suggested for reference is one which anyone is likely to use.
3) There is material on the topic referred to.

Be sure to follow the terms used in the subject heading list in making these cards. When a card has been made, check the subject heading list so that duplicates will not be made later. "See also" cards should be made sparingly. In typing "see also" cards follow instructions for typing "see" cards, except that "see also" is typed in place of "see."



"See Also" Reference Card

11. Record total number of books received--for annual June inventory report and perpetual inventory.

The count record is kept in order to have available a record of the number of books acquired by the library media center during the school year and the number which have been withdrawn or lost. This information is required in the annual inventory report to the Department of Education. The count record may be kept either on a card, in a note book, or on forms, such as those illustrated on the following pages.

BOOK ACQUISITION COUNT FOR SCHOOL YEAR _____

CATEGORY	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	TOTAL
000											
100											
200											
300											
400											
500											
600											
700											
800											
900											
Biography											
Fiction											
Easy											
Hawaiiana											
Reference											
Professional											
TOTAL:											44

43

COUNT RECORD FOR BOOKS WITHDRAWN/LOST DURING SCHOOL YEAR _____

CATEGORY	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	TOTAL
000											
100											
200											
300											
400											
500											
600											
700											
800											
900											
Biography											
Fiction											
Easy											
Hawaiiana											
Reference											
Professional											46
TOTAL:											

BOOK COUNT RECORD FOR CENTRAL COLLECTION

School Year _____

Category	On Hand	No. Acquired	No. Withdrawn/Lost	NET GAIN	ON HAND
000					
100					
200					
300					
400					
500					
600					
700					
800					
900					
Biography					
Fiction					
Easy					
Hawaiiana					
Professional					
Reference					
TOTAL:					

12. Shelving books

After books have been prepared for use, they are ready to be displayed or shelved. Suggestions for shelving:

a. Shelve books by categories

1) One section of shelving should be designated for encyclopedias and general reference books. All books marked with "R" may be shelved together to form a reference collection.

2) Books of fiction are arranged alphabetically by author's last name in a section of shelves set aside for them. Shelve by the author's initial appearing on the spine of the book.

3) Easy books such as picture books and story books for children of the first three grades are marked with the symbol "E." Shelve alphabetically by author's last name or by author's initial appearing on the spine of the book.

4) Classified books are arranged first, by class number; second, alphabetically by author; and third, alphabetically by title (if there are several titles by the same author), as

608	608	610	613	613	613	613
B	W	L	A	C	M	S

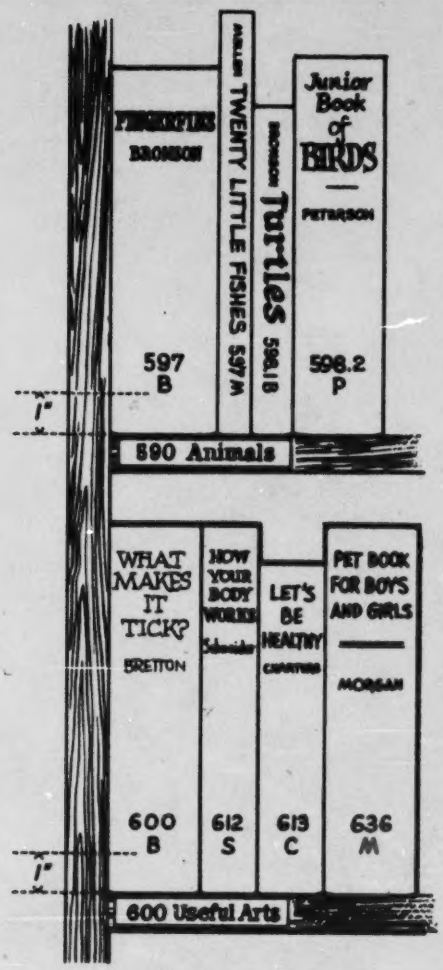
5) Individual biography books are shelved separately and by the name of the person written about.

6) Professional books with the symbol "T" or "P" are shelved separately to form the Teacher Reference collection.

b. Always shelve books from left to right and from top to bottom of each section of shelving.

c. Books should be shelved loosely, so that the spine of a book will not be weakened or torn in taking the book from the shelf. A good practice is to fill each shelf about two-thirds full to allow for the shelving of books that are in circulation.

d. It is better to begin each new general classification on a separate shelf, that is, if the 500-599's end in the middle of a shelf; begin the 600 group on the next shelf and fasten a printed label to the shelf to show where each group begins.



e. There should be a book support for every shelf.

f. Books should be shelved even with the front edge of the shelf rather than pushed to the back of the shelf.

g. Shelves should be checked or "read" systematically to be sure the books are kept in order.

h. To shelve oversized books (those too large to stand upright on the regular shelves), it is a good plan though not mandatory to set aside some widely-spaced shelves somewhere in the library. Classified books in this section should be shelved by call number, fiction and easy books alphabetically by author. Dividers will help keep these shelves neatly arranged.

When books are shelved in the section for oversized books, a notation of the fact should be made on the cards for such books in the card catalog. By stamping "Oversize" above the call number the searcher may be directed to look for such books in the section for oversized books.

i. It is recommended that sufficient shelf labels and posters or charts be used so that books may be located readily.

FILING OF CATALOG CARDS

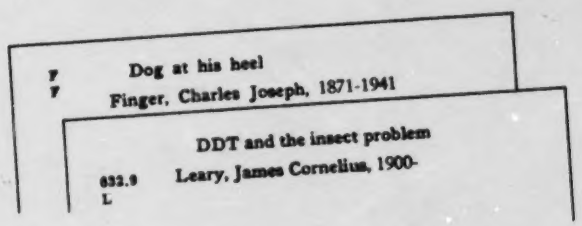
A. General Rules

In the card catalog the various cards, whether author, title, subject, analytic or cross reference, are arranged in one general alphabetical sequence according to the top line on each card. There are exceptions to the rule. The cards in no dictionary catalog are filed absolutely alphabetically word by word, there being a few logical exceptions in any filing system. It is necessary to have some guide to follow such as that given in Akers, Simple library cataloging, or ALA rules for filing catalog cards, latest edition, abridged. The following basic rules will be found helpful:

1. Arrange all cards in alphabetical order word by word, as
   Air
   Air mail service
   Aircraft yearbook

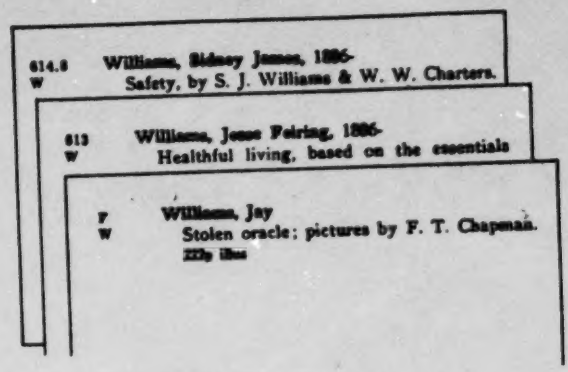
2. Disregard articles "a," "an" and "the" at the beginning of titles.

3. File titles beginning with initials before title beginning with words of the same initial letter ("Nothing comes before something").



Filing Initials

4. Author cards having the same surname are arranged alphabetically by first names or initials.

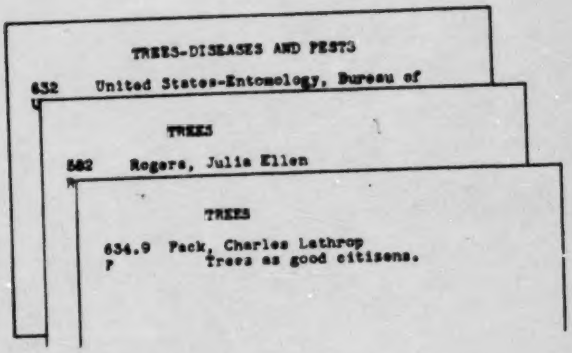


Filing Same Surnames

5. Disregard titles in personal names, as

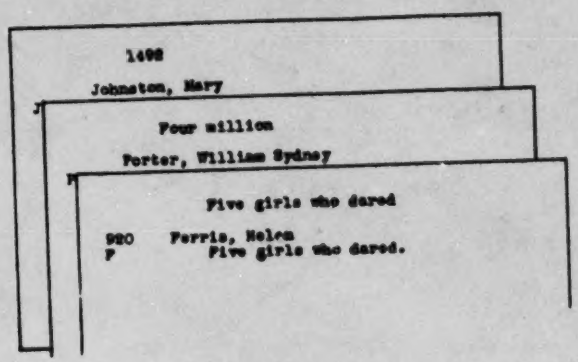
Barrie, Sir James
Barrie, Margaret

6. Cards with the same subject headings are filed alphabetically by authors' names.



Filing Same Subject Headings

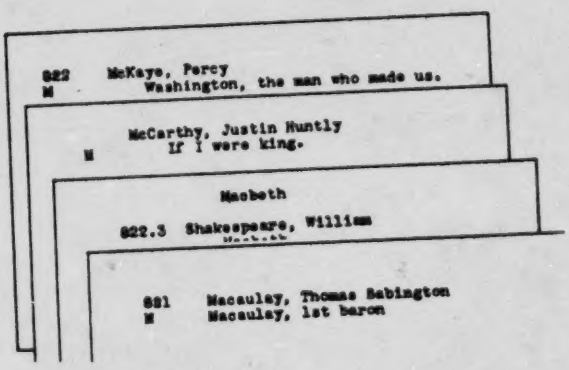
7. Arrange numerals in titles as if they are spelled out.



Filing Numerals

8. Arrange abbreviations as if spelled in full, because they are so pronounced. A card to explain the rule should be filed in the card catalog, as

M', Mc as if spelled Mac
Mr. as Mister
Mrs. as Mistress
Dr. as Doctor



Filing Mc and Mac

9. Disregard punctuation used in

a) Possessive apostrophe
Boys' and girls' book
Boy's King Arthur

b) Contractions
Who goes there?
Who'd be king?
Who's who

c) Elisions
L'Aiglon
L'Hommedieu
O'Brien

d) Subdivisions of subject entries
Art, Ancient
Art, French
Art--History
Art, Italian

10. Consider as one word all nouns with prefixes, such as "anti," "co," "pre," etc., or personal or place names compounded with prefixes, as

Coe, Ida
Co-education
Coerne
La Farge
Lafayette
La Fontaine

11. Arrange compound names, both for persons and places, as separate words; hyphenated words as if separate words disregarding the hyphen, as

Saint Gaudens, Augustus
St. Louis, Mo.
Saint-Saens, C. C.
Saint Thomas College
Happy home
Happy-Thought Hall
Happy thoughts

12. When filing cards for someone who has illustrated, written, edited, or translated different books, file under his name by title.

B. Divided Catalog

An alternative to the dictionary catalog is to divide the card catalog. Under this filing arrangement, there will be an author/title catalog and a separate subject catalog. This arrangement simplifies the task of filing and locating cards in the catalog.

CHARGING SYSTEM

Every school library needs a charging system showing (1) to whom a book is loaned, and (2) date due or date borrowed. Such a system enables the librarian to locate books which are out of the library and to place responsibility for books borrowed.

A simple type of charging system to students and staff members is described below. However, each school library should devise a circulation system which would best meet the needs of its students and teachers.

A. Materials needed

1. Stamp pads

2. Daters
   Band type recommended for elementary schools

3. Charging trays
   Standard 12 inch trays with self-locking steel follower block, hold approximately 1000 cards.

4. Charging tray guides
   Alphabetical guides "A-Z" for the Teachers File
   Numerical guides "1-31" for cards filed by date due

B. Procedure for charging books

1. To students

   a. The student signs his name and room number on the book card.

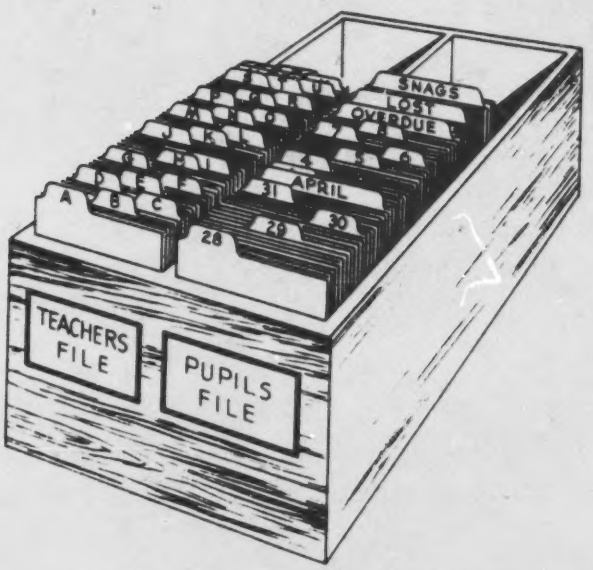
   b. The student brings the book to the charging desk and the book card is checked by the charger to see that the card corresponds to the book and that the card is properly filled in. Then the date due is stamped on the date due slip and on the card.

   c. The cards are alphabetized, by author's last name, then filed under the date due or segregated by class.

2. To staff members

a. The borrower selects the books and signs name and room number on each card.

b. The charger stamps or writes (1) the date loaned on the card, or (2) teachers write their names on the date due slip. If the loan period is limited, the date due is also stamped.



Charging Files for Central Collection

c. The cards are then filed alphabetically by author in a tray marked "Teachers' File" or filed alphabetically by author under each staff member's name.

C. Procedure for discharging books returned

All books are examined for torn pages or pencil or crayon marks. After carding them, they are set aside for replacing, cleaning or repairing. At this time a check is made as to whether book cards or date due slips need to be replaced. If the books are in good condition, they are placed on the shelf.

1. By students

a. The date or room number on the date due slip is a guide to the location of the card in the charging tray.

b. The book card is replaced in the pocket of the book returned.

2. By teachers

a. The author's name or teacher's name is a guide to locating the card in the "Teachers' File."

b. The card is replaced in the book pocket.

c. The teacher's name on the date due slip is a guide to locating the charge card filed under the individual teacher-name system.

D. Snags

Frequently, charge cards cannot be located in file for books that have been returned. Prepare "snag" slip or card and set book aside for a set period. If no charge card is located, prepare new card and place book into circulation. File snag slip for follow-up.

TEXTBOOK COLLECTION

Some school libraries need to be organized to take care of two types of book collections. One is the collection of miscellaneous single titles known as the central or library and reference collection. The other is the collection of duplicate copies of the same title usually referred to as textbooks.

Since the handling of textbooks is mainly a clerical function, how they are processed, circulated and inventoried vary from school to school. This section is therefore written for the individual(s) responsible for maintaining textbooks in the school.

What constitutes a set of textbooks in any given school is somewhat difficult to determine exactly. In most schools, ten or more duplicate copies of the same title, regardless of the content or contemplated classroom use or format of the book, may be considered a set. For the purpose of organizing the total book resources of a school so that all books can be easily located and easily circulated, the books need to be divided into single titles and sets. This is recommended as an operational device which has little bearing on content or use of books. The chief difference is that the textbook collection is circulated only to teachers and not directly to pupils. The books may, of course, all be used in any manner that the classroom teacher wishes regardless of which collection they belong to. The division is recommended for purposes of making it simpler to keep the necessary business records and to shelve the different quantities of any title needed by a school. From the standpoint of business records, shelving, and circulating, the titles purchased in quantity may be handled more efficiently as sets. They should not be classified by the Dewey Decimal system.

I. ORDERING

A. Selecting textbooks

Since the use of multi-texts is one of the chief instructional methods of the teacher, careful consideration must be given to the selection of textbooks.

The APPROVED INSTRUCTIONAL MATERIALS, BOOK I and BOOK II lists, prepared by the Office of Instructional Services, serve as a selection tool for textbooks and related instructional materials.

The best selection is the result of group study, discussion and agreement of teachers, department chairmen, principal and librarian. The librarian serves as a resource person and guide in comparing and evaluating textbooks.

B. Making order cards

1. Each title should be noted on a separate card to be kept on file after the group decision has been reached.

2. When compiling the order indicate the date the book was ordered on the card. This will serve as a check against duplicating orders.

3. Compile all titles alphabetically according to publishers.

Class No. Soc St.	Author (Surname first) WRITE LEGIBLY NOT RUSH Fergusson, Erma
Accession No.	Title Hawaii (Life in America series)
7-1-72	
Ordered 10	
Of	
Received 10	Edition or Series 1967 Place Publisher Fideler
Cost 3.36	Date Vols. List Price 4.38 Est. Cost
Charged to Textbook Fund	Recommended by Mr. John Doe
Date of bill 10-7-72	Address
L. C. No	Reviewed in
KP 28499 B	Remington Rand Library Bureau Cat. No. 1110.1

SUGGESTED ORDER CARD

II. BOOKS RECEIVED

A. Checking books with publisher's invoice

When books arrive, remove from cartons and stack on work table. Check for defective books. Check against invoice, noting any errors in filling the order. Notify dealer of errors.

B. Checking with order

Check invoice against purchase orders. Indicate date of arrival. If the order is short indicate number of copies still to be received. Approve invoice for payment.

III. THE TEXTBOOK COUNT RECORD

The count record is kept in order to have available a record of the number of books acquired by the school during the school year and the number which have been discarded or lost. This information is required in the annual inventory report to the Department of Education. The count record may be kept either on a card or in a note book.

TEXTBOOK COUNT RECORD FOR SCHOOL YEAR _____

MONTH	ACQUIRED	COST	WITHDRAWN	COST	
September					
October					
November					
December					
January					
February					
March					
TOTAL					

SUMMARY

TOTAL ACQUIRED: _____ TOTAL COST: _____

TOTAL WITHDRAWN/
LOST: _____ TOTAL COST: _____

ON HAND: _____ TOTAL COST: _____

NET GAIN: _____ TOTAL COST: _____

NEW TOTAL: _____ TOTAL COST: _____

IV. ORGANIZING THE TEXTBOOK COLLECTION

A. Stamping books with property stamp

After recording the necessary data for the inventory card file, books should be stamped with the school property stamp.

1. Equipment needed

   a. Rubber stamp with name of school

   b. Stamp pad and special ink to use with pad

2. Procedure

   a. Stamp name of school across top edges of pages of book with book tightly closed. The bottom edges of pages may be stamped if desired.

   b. Many schools also have the school stamp put on the title page.

B. Making the business record (Inventory card)

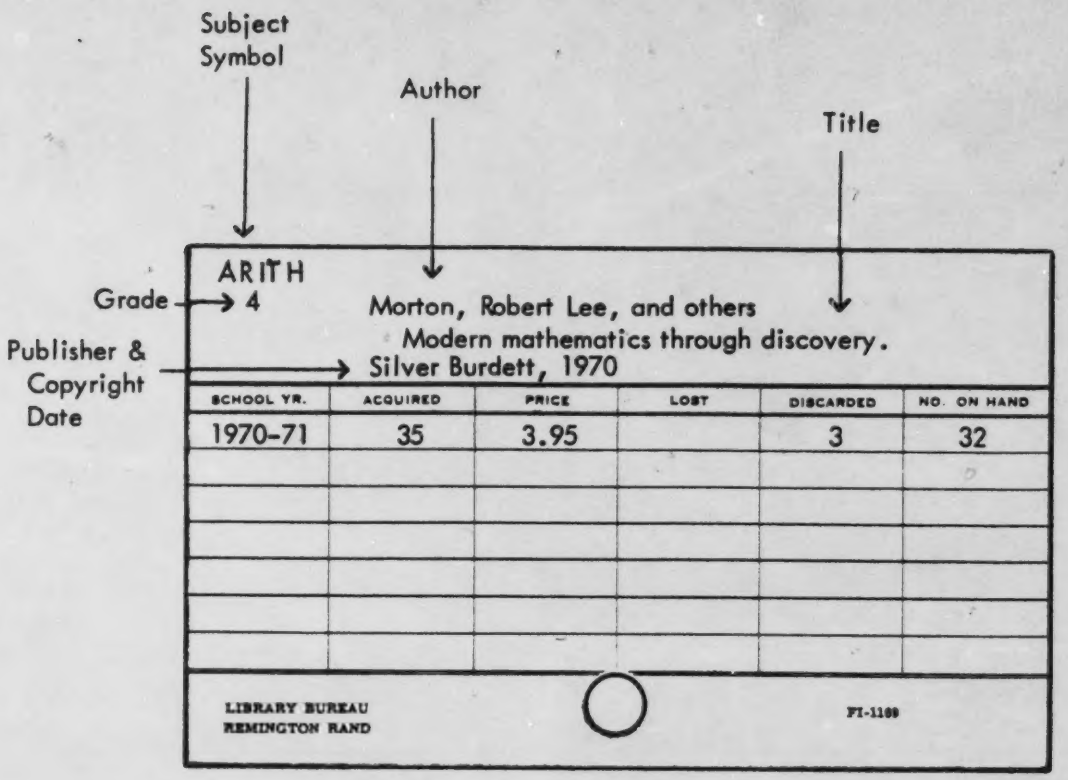
The simplest business record to keep for the textbook collection is the inventory card file. This is made up of inventory cards, one for each title in the textbook collection. It is used in place of an accession record or a shelf list.

1. Materials needed

   a. Inventory card

   b. Typewriter
      Elite type is recommended.

   c. Filing cabinet or a "Visible Index" file



Inventory Card

2. Procedure

a. Subject symbol

Type this on upper left corner of card, 1 space in from left edge of card and 1 typewriter space from top edge of card. Abbreviate symbol whenever possible and type this in capital letters or in red. Use subjects listed in Department's approved lists in abbreviated form.

b. Author's name

Type the name of the author, surname first. Use the first author listed on the title page in the case of more than one author.

c. Title of book

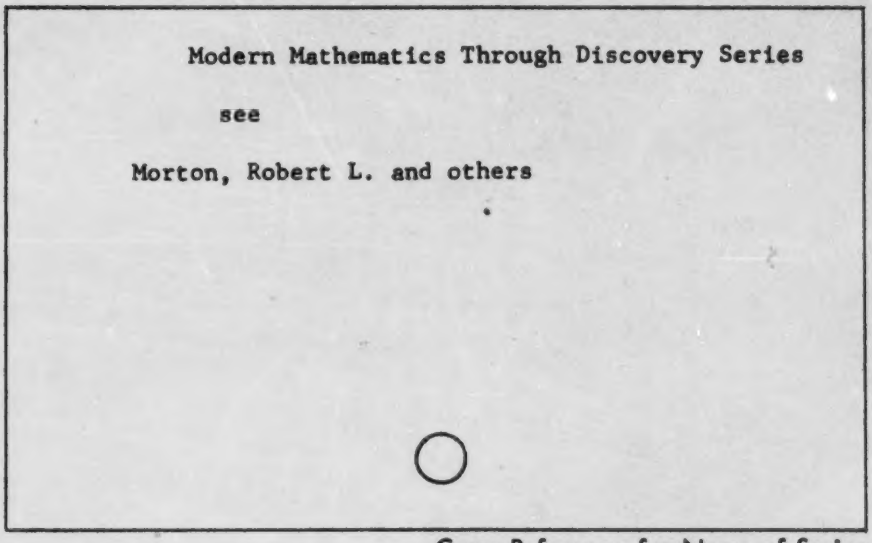
This is typed immediately below the author's name on the 14th space from left edge of card (2nd indention).

d. Imprint

Includes name of the publisher, the date of publication or the latest copyright date. The publisher's name is typed on the 4th space after the period at the end of the title. A comma follows the publisher's name with the publication date or latest copyright date following.

e. Series

The series, if any, follows the 4th space after the copyright date and is placed in parentheses. Capitalize first word and proper names. Books are often called for by the name of the series. It may be helpful to make a cross reference card to the name of the author, as illustrated on sample.



Cross Reference for Name of Series

f. Grade

Grade may be indicated below the subject symbol.

g. Inventory data

Indicate in correct column as acquisitions, losses or discards occur during the year. The column "discarded" is used to record all books removed from the library which were discarded or transferred. Enter data with penciled figures to make changes possible when further changes take place. At the end of the school year, record the total number of each set on hand by adding new acquisitions to the total number on hand last year and deducting the losses and discards of the current year. Penciled entries should be typed in at the close of the school year.

Explanation of inventory card sample on page E-34:

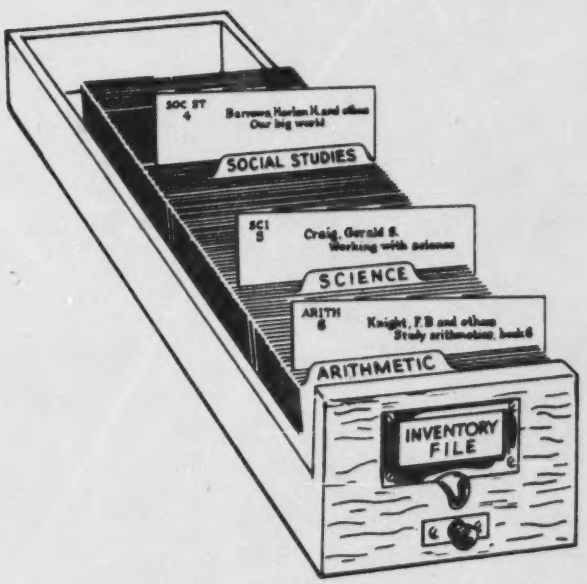
During the school year 1970-71, 35 copies of Modern Mathematics Through Discovery, grade 4 by Morton and others were purchased.

During the school year 1970-71, three copies were discarded. If the visible card file is used the author and subject will be on the bottom of the card. Such a file has many advantages for quick reference use.

3. Filing inventory cards

   a. Segregate cards by subject.

   b. File the cards in each subject alphabetically by the author's last name.



Inventory File

C. Mechanical preparation of textbooks

   1. Marking the books with copy numbers

      a. Equipment needed

         1) Numbering machine

         2) Marking pens

b. Procedure

1) Each book of a set should be given a copy number beginning with 1 and numbered consecutively until all the books of the same set have been numbered. When additions are made to a set of books, continue numbering from the last number used. The inventory card will give this information.

2) Replacement copies for lost, discarded, or worn out copies are given the next consecutive number.

3) Print copy number with numbering machine on front flyleaf or inside front cover.

4) Print copy number with marking pens on bottom edge of book.

2. Not marking books with copy numbers

a. Some schools have found that marking textbooks with copy numbers is not necessary. Many new textbooks have a place inside the front cover for name of student. When the textbook is assigned, the student signs his/her name.

b. At the beginning of the year, the teacher has a record of total count for each set of textbooks. At the end of the year, an "on hand" count is reported for inventory purposes.

D. Establishing a textbook reference collection (optional)

If there is still a need, a textbook reference collection is recommended for sets rather than a card catalog. The purpose of a catalog is to list all available material. It should answer the following questions:

What textbooks by a certain author are in the school?

Has the school a textbook of a certain title?

What material on any subject does the school have?

In the collection of sets, question number three is the most important one to be answered. A textbook reference collection is a method of answering the question as to what textbook material the school has on any given subject. It is a collection of one copy of each set which can be examined at any time by a teacher who is looking for a set of books for use in her class. She can determine, by examining the books in this collection, how many copies there are in the school, what subject matter is covered and any other information such as difficulty or style, before requesting them for use with her class.

A new school will need to evaluate the use to be made of such a collection against the time needed for maintenance, space and expense.

1. Procedure

   a. On the fly leaf, of copy 1 of each set, indicate the symbol, the grade level and the number of copies owned by the school.

   b. Divide the books according to subjects.

   c. Arrange the books within each subject division alphabetically by author.

   d. The shelf should be labeled so that the books in any subject can be easily located.

   e. A special section of shelves should be set aside for these books.

E. Shelving and storage of textbooks

1. New schools are designed to provide storage space for textbooks in classrooms or resource centers with a correspondingly smaller storage area in the library media center.

2. Where part of the collection is in stacks and part in classrooms, careful planning needs to be done to assure maximum accessibility. Common practice is to place basal texts in the rooms and keep supplementary books in the stacks although many variations are in common practice, depending on school program and space.

F. Protecting books

1. Most new books are stiff and need to be opened carefully to provide flexibility. Whenever a new set of texts is put into use, the following directions should be given the class which will be using them. Each student opens his own copy.

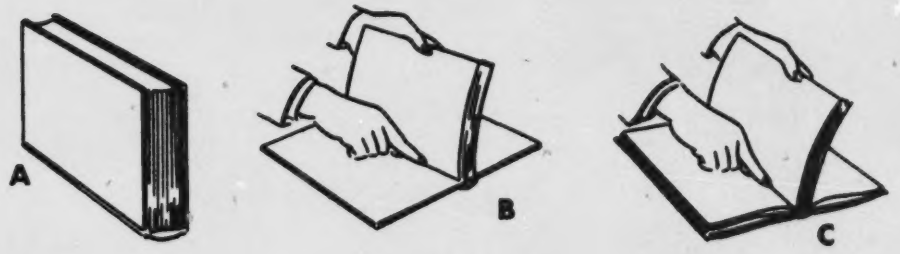
   a. Holding the book with its back on a table or smooth surface, press the front cover down until it touches the table.

   b. Press down the back cover holding the leaves upright in one hand.

   c. Press open a few leaves at the back, then at the front, alternately, until all of the leaves have been pressed down. Never open the book violently, nor bend back the covers; this will break the back and loosen the leaves. If pages have not been cut, use a paper knife with an upward movement to avoid fraying.

2. Book covers

   Many schools, especially at the secondary level, provide students with protective covers for their textbooks; this does serve to lengthen the life of a book which receives the heavy daily wear of textbooks. In other schools students have been required or encouraged to make some type of protective covering.



Opening a New Book

V. CHARGING SYSTEM

A. Materials needed

1. Stamp pads
2. Daters--band type
3. Charging trays
4. Charging tray guides: A to Z
5. Charging tray guides: #1-31

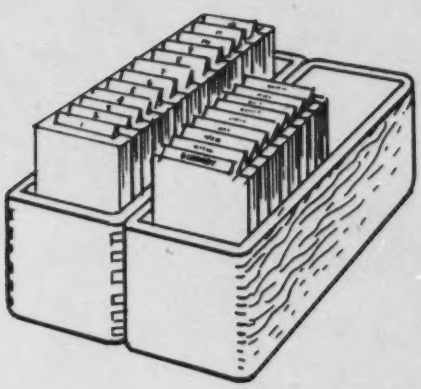
B. Procedure of charging

1. Books should be selected with copy numbers in sequence and taken to the charging desk.

2. Books may be charged in a variety of ways. A librarian may need to try different systems, until the most feasible one is found for the particular situation.

3. Some of the charging forms used are:
   a. Control cards
   b. Multiple charge slips purchased commercially or mimeographed in school
   c. Master textbook sheets
   d. Loose-leaf or other types of books or folders

4. In most schools, textbooks are now charged to a grade or department chairperson. This chairperson in turn distributes the books to the teachers in the group. Each teacher in the group is responsible to the chairperson for the books charged to him and the chairperson is responsible to the person who maintains the master inventory for the school. The chairperson will keep a record of books loaned to teachers. One of the forms illustrated under charging procedures may be used.

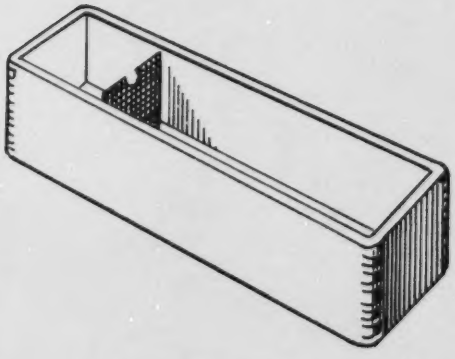


Double Charging Tray

Pressboard
Charging Tray Guides

MR 21 64

Band Dater



Single Charging Tray

MATERIALS NEEDED FOR CHARGING TEXTBOOKS TO TEACHERS

35
ARITH Morton
AUTHOR

Modern mathematics through
TITLE discovery.
Grade 6

DATE DUE	BORROWER'S NAME	ROOM NUMBER
GAYLORD 65		

Control Card Showing Charges

TEXTBOOKS

Author_____

Title_____

Total_____ Code No._____

Date_____ Rm._____

Signed:_____
TEACHER

Multiple Charge Slips—Usually in Two Colors—May be Purchased Commercially or Mimeographed in School

File one copy by teacher's name and the carbon by subject or title or author.

Room No. _____

Grade _____

Checked by _____
June--Teacher Date

Checked by _____
Sept.--Teacher Date

LIBRARY BOOKS LEFT IN THE CLASSROOM

Note: In recording numbers use the hyphen to designate a continuity of number; a comma to denote omission. e.g. 1-9, 11-15.

DO NOT USE BACK OF SHEET

Author	Title	Copy No.	Quan.

ARITH:

DICT:

HANDWRITING:

HEALTH:

LANGUAGE:

SCIENCE:

SOCIAL STUDIES:

SPELLING:

OTHERS:

KAIMUKI INTERMEDIATE SCHOOL
PUPIL TEXTBOOK RECORD

Author:_____

Title:_____

Teacher_____ Room No._____ Subject_____

Book Number	Student Signature	Date Borrowed	Date Returned	Remarks

Sample of Form for Teacher's Use in Assigning Copies to Students. After the student signs this form, it may be kept in the Teacher's Plan book or in a special folder. There are many variations of this form. "Remarks" is often substituted by "Condition."

HILO INTERMEDIATE SCHOOL

BOOK NO.....

STUDENT	DATE ISSUED	CONDI-TION	DATE RETURNED	TEACHER

Sample of a type of stamp used by some schools to show in the book itself to whom it was loaned. This has proved somewhat helpful in keeping texts in better condition.

LAHAINALUNA HIGH SCHOOL
Textbook Inventory

Subject_____

Author:_____

Title:_____

No. of copies received:_____Date:_____

No. of copies on hand:_____Date:_____

No. of copies lost or missing:_____

Indicate specific numbers lost or missing (in chronological order):_____

_____

_____

Date:_____Signed:_____Room:_____
Teacher

Date:_____Report received by:_____
Department Chairman
Librarian

Inventory Report for Use by Grade or Department Chairmen.

VI. DEPARTMENT PUBLICATIONS

Closely related to the use of all types of instructional materials are the guides published by the Department of Education. These are usually loaned to teachers for the duration of the year but need to be put in their hands quickly and with a minimum of red tape. A record or charge file for each DOE publication circulated from the library should be maintained.

NON-BOOK MATERIAL COLLECTION

Besides the book collections, there are other instructional resources that are housed in the library media center. These are referred to as "Non-Book Materials" and consist of maps, globes, magazines, phonorecords, charts, pamphlets, clippings, pictures, filmstrips, 8mm film loops, study prints, multi-media kits and other audiovisual media.

CLASSIFYING AND CATALOGING NON-BOOK MATERIALS

In classifying and cataloging non-book materials, school librarians should consult the CATALOGING MANUAL FOR NON-BOOK MATERIALS, published by the Hawaii State Department of Education, Office of Library Services, 1970.

GENERAL CRITERIA FOR EVALUATION OF AUDIO AND VISUAL MATERIALS

I. AUTHENTICITY - Is the material authentic?

- A. Is the material factually accurate?
- B. Is the material up-to-date?
- C. Are the author and/or producer well qualified?
- D. Are translations and retellings faithful to the original?

II. APPROPRIATENESS & SCOPE - Is the material appropriate and complete?

- A. Is this material suitable to the curriculum?
- B. Is the material free from stereotyping, e.g. sexism, racism, etc.?
- C. Are the vocabulary, concepts, and methods of development appropriate to the level of instruction intended?
- D. Is controversial material presented objectively?
- E. Does this material present information which other sources do not?
- F. Does this material meet the objectives as stated?
- G. Does this material present concepts and information effectively?

III. INTEREST - Will the material attract and maintain the interest of the users?

IV. ORGANIZATION - Is the content of this material well organized and balanced?

A. Is the material presented logically and clearly?

B. Have the principles of learning been followed in content, development, and sequencing?

C. Is there effective use of narration and dialogue; music and sound effects; back ground elements?

V. TECHNICAL ASPECTS - Does the technical quality of this material meet the following criteria?

A. Is there tone fidelity, clarity and intelligibility of sound?

B. Are pictures in focus?

C. Is the composition unified and color used effectively?

D. Is there synchronization of sound and image?

VI. SPECIAL FEATURES - Are there: descriptive notes, guides, other pertinent accompanying materials?

VII. PHYSICAL CHARACTERISTICS

A. Is there ease in handling for use and storage?

B. Can the material be utilized with minimum instruction?

C. Is the packaging durable and attractive?

D. Is the material durable and easily repaired?

E. Is the material clearly and adequately labeled?

VIII. POTENTIAL USE AND COST - Is the cost of this material justified?

A. Are there no other less expensive satisfactory substitutes?

B. Is the average cost reasonable for replacement, physical processing, repair and maintenance?

C. Is equipment already available for use, or likely to be purchased?

CRITERIA FOR EVALUATION OF VARIOUS MEDIA

I. Films, Filmstrips, Slides and Transparencies

A. Content

1. Is the content appropriately presented?
2. Is there extraneous or unnecessary material?
3. Is the sequence developed adequately?
4. Is the material imaginative, when necessary?
5. Is the quality of the script or commentary satisfactory?
6. Is the music or background satisfactory?
7. Are the titles, labels, or captions appropriate?

B. Technical quality

1. Is the visual image satisfactory?
   a. Is the photography clear, artistic, and effectively used?
   b. Are the titles, labels, or captions readable?
2. Is the sound clear and intelligible?
3. Is color used effectively?
4. Are sound and visuals synchronized?

II. Recordings - Phonodisc and Phonotape

A. Content

1. Is the content appropriately presented?
2. Is the script or commentary satisfactory?

B. Technical quality

1. Is the type of material used durable?
2. Is the sound satisfactory?
   a. Are the voices clear, understandable, and audible?
   b. Is the music free from distortion?

III. Flat Pictures

A. Content

1. Are the colors (include b&w) used effectively?
2. Is the size commensurate with the purpose for which intended?
3. Has the composition been planned to illustrate or emphasize the intended purpose?
4. Is explanatory material provided?
5. Are captions appropriately used?
6. If the picture is part of a sequence, is there logical and sufficient development?

B. Technical quality

1. Is it sharp and clear?
2. Are the color reproductions accurately registered?
3. Is the surface as non-reflective as possible?
4. Will material curl, split or tear easily?

IV. Charts

A. Content

1. Does the chart aid conceptualization of subject matter?
2. Is the content presented as clearly and simply as possible for the level intended?
3. Is the material arranged in logical sequence?
4. Is the scale or size such that comparisons can easily be made?
5. Are the symbols adequately defined?

B. Technical quality

1. Are the graphics clearly defined?
2. Is the material used durable?
3. Is some provision made for display?
   a. Are the charts provided with wall attachments?
   b. Are the charts mounted on a tripod or other floor display holder?
   c. Is the holder easy to manipulate?
   d. Does the holder take only a reasonable amount of space?
4. If the charts are to be used in sequence, are they clearly labelled?

V. Maps

A. Content

1. Is the projection suitable for use at the level intended?
2. Is the projection suitable for the content to be shown?
3. Is the map scale suitable for the purpose intended?
4. Is the map area adequate for the purpose(s) intended?
5. Is the legend adequately and clearly presented?
6. Are latitude and longitude accurately delineated for the type of projection used?
7. Are contents dated when this is a significant factor in their utilization?
8. Are maps in a series developed from the same base for consistency in scale, color, projection, legend, etc.?
9. Is the detail shown kept within the limits of comprehension for the intended level?
10. Are cardinal directions clearly indicated?

B. Technical quality

1. Is the durability of the material upon which the map is reproduced adequate for the purposes intended?
   a. Will it curl along the edges?
   b. Will it crack, split, or tear easily?
2. Is printed information acceptable in terms of legibility and placement?
3. Is the mounting device durable?
4. Is the mounting device appropriate for the intended use?
5. Is the surface cleanable?
6. Is the surface as non-reflecting as possible?
7. Is the surface made to be marked upon, if desired?
8. Are color symbols pleasing and distinctive in quality?
9. If raised-relief technique is used, does it conform to scale?
10. Are latitude and longitude clearly delineated?

VI. Globes

A. Content

1. Are latitude and longitude lines and indicators provided?
2. Are color symbols pleasing and distinctive in quality?
3. If raised-relief technique is used, does it conform to scale?

B. Technical quality

1. Will materials used in the construction of the globe resist denting and breakage?
2. Are jointures on globe smooth and relatively unnoticeable and well aligned?
3. Is the base firm and heavy enough to resist tipping in use?
4. Will connections of movable parts reasonably withstand constant use?
5. Is there an axis provided for the globe?
6. Is a place provided for the storage of an axis pin if it is removable?
7. Is the surface soil-resistant and cleanable?
8. Is the surface made to be marked upon, if desired?

VII. Programmed Materials

A. Content

1. Does the program emphasize the major objectives of the course content?
2. Does the program offer the type of response (e.g. multiple choice; constructed response) that is desired?

3. Does the program orient the student to a problem and prepare him for new information?
4. Are cues effectively used? Interesting?
5. Does the program raise questions for discussion at different intervals in order to further learning?
6. Does the program provide follow-up activities?
7. Does each frame provide adequate information for the intended user?

B. Technical quality

1. Is the program easy to handle physically?

C. Special features

1. Are data from field tests available?
2. Does the program provide a record of the performance of the participant which can aid in diagnosis of individual learning problems?
3. Does the program require a separate answer sheet?
4. Does the learner participate actively at each step in the program?
5. Does the program "reinforce" after each student's answer by telling him immediately whether he has responded correctly or not?

ORGANIZING, PROCESSING, AND CIRCULATION OF NON-BOOK MATERIALS

Simple and direct methods for preparing non-book materials for circulation are suggested on the following pages.

For items assigned to classrooms on a permanent basis or on a long term loan, librarians and teachers have found it convenient to maintain an "inventory folder" (looseleaf binder) for each classroom. This can list all types of materials, including texts, that are rather permanently housed in classrooms. The folder should also include a form for the incoming and outgoing teacher to sign, indicating that the items are accounted for.

I. MAPS

A. Organizing the map collection

1. Classifying and cataloging. Refer to CATALOGING MANUAL FOR NON-BOOK MATERIALS, p. 16.

2. Physical processing

   a. For single map or a series of maps on rollers, write the call number in the extreme left-side corner, followed by the unique identification number.

   b. For single maps which can be folded and stored in filing cabinets, write the call number and unique identification number on reverse side of map so that when it is folded for filing the call number would appear on the upper left side corner.

   c. Mark or label item with property stamp.

B. Charging System

   1. Since it is usually not feasible to affix pockets with borrower's card on maps, a special charge slip for non-book materials should be used. (See samples on following page)

   2. Have borrower write in call number, unique identification number; list any accompanying materials; sign name; and fill in grade, room number, and teacher.

   3. Stamp date due or date borrowed.

   4. File charge slips by call number or unique identification number under media code "PN" for maps.

SAMPLES
Charge Slips for Non-Book Materials

Non-Book Materials Charge Slip	
Call No.	Identification No.
Title:	
List accompanying materials:	
Name of borrower:	
Grade:_____ Room No.:_____	
Teacher:_____	
Date:	

Type of Material (No.) | Call No.

Subject

Name _____

Grade _____ Room No. _____

Teacher _____

Date Due _____

Returned _____ Fine _____

1st Notice _____

2nd Notice _____

3rd Notice _____

A-V SIGN-OUT FORM

NUMBER _____

TITLE _____

CIRCLE:
Filmstrip
Filmstrip w/guide
Kit
Record
Tape
Transparency
Filmloop
Other _____

Borrower's name _____

English room no. _____ Date _____

(Castle High School Library)

II. POSTERS AND CHARTS

A. Organizing the posters and charts collections

1. Classifying and cataloging. Refer to CATALOGING MANUAL FOR NON-BOOK MATERIALS, p. 11.

2. Physical processing. Follow the same system as for maps.

B. Charging system. Follow the same procedure as for maps. Charge slips would be filed under the media code "PC" for charts.

III. GLOBES

A. Organizing the globe collection

1. Classifying and cataloging. Refer to CATALOGING MANUAL FOR NON-BOOK MATERIALS, p. 14.
(Alternative: Assign each globe a number, rather than classifying by Dewey.)

2. Physical processing

a. Write the call number and unique identification number or assigned number on the bottom of the stand with marking pen, or written on a paper or linen patch and pasted on the stand.

b. Write the name of the school also in a prominent place on the stand.

B. Charging system

1. Since globes are usually assigned to classrooms on indefinite loan, the item can be included in the classroom "inventory folder" mentioned earlier in the introduction of this section, or

2. A single control card is sufficient with the teacher signing for his globe number and recording his room number, or

3. Have the teacher fill-out the non-book materials charge slip.

IV. MAGAZINES

Magazine record cards are available from library supply houses. Before preparing magazines for circulation, they should be checked on the record card and stamped with the school's name.

A. Magazines for student use

1. Plastic covers are recommended if they are displayed.

2. If paper covers are to be reinforced a simple, steady device is the use of the narrow Banding Tape available, with directions, from library supplies and equipment companies.

3. If covers are to be reinforced

   a. Remove covers.

   b. Paste wrapping paper or Kraft paper on the inside of the cover.

   c. Place contents back in cover and sew or staple through center or along edge of magazine.

4. Charging

   Magazine charging cards can be purchased from library supply houses or you may design your own charge form. A card with the name of the magazine can be placed in the magazine file at the charge desk. When the student or teacher wishes to borrow a magazine, he records on the charge card the issue he is borrowing, signs his name, and room number.

B. Teachers' magazines

1. Mechanical preparation

   Professional teachers' magazines such as Instructor, Grade Teacher, English Journal, etc. which have materials that can be used year after year, may be processed in the same manner as the student's magazines. Back numbers, segregated by the month, can be stored. Others which are not used over a long period of time will not need this handling.

2. Charging

   A card with the name of the magazine can be placed in the magazine file and the teacher may record on it the issue he is borrowing, together with his name.

TITLE NO. OF COPIES

ADDRESS FOR

VOLS. PER YR. BEGIN FREQUENCY

YR.	VOL.	Ja	F	Mr	Ap	My	Je	Jl	Ag	S	O	N	D	T. P. & INDEX

LIBRARY BUREAU CAT. NO. 1106.2 A

Magazine Record Card (Monthly)

VOLS. PER YEAR BEGIN NO. OF COPIES

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Ja																															
F																															
Mr																															
Ap																															
My																															
Je																															
Jl																															
Ag																															
S																															
O																															
N																															
D																															

Library Bureau Cat. no. 1106.1 -A Daily Newspaper Checking Record

Magazine or Newspaper Record Card (Daily or Weekly)

V. PICTURE COLLECTION

The picture collection serves as a valuable instructional resource. It stimulates learning and is a source of enjoyment.

A. Materials needed

1. Paper cutter
2. Scissors
3. Paste and paste brush
4. Mounting paper
   a. Washington tag
   b. Chart paper
   c. Oak tag
5. Envelopes or folder for unmounted pictures
6. School property stamp
7. Vertical file, legal size preferable
8. At least one Jumbo-size file
9. Metal tab pressboard guides or plain pressboard guides

B. Sources

Sources for pictures are numerous: travel circulars, posters, calendars, book publishers' announcements, magazines, discarded books are some examples.

C. Classification

1. Materials needed
   a. Legal or letter size manila vertical file folders or open type envelopes resembling a book pocket
   b. Subject heading list

2. Procedure

a. Keep pictures together in subject groups, i.e. animals, health, famous men, safety, etc.

b. Mount pictures

c. Stamp with property stamp

d. Assign specific headings

D. Subject headings

Each library media center should develop a subject authority card file for the picture collection by consulting SEARS LIST OF SUBJECT HEADINGS, 10th ed., edited by Barbara M. Westby; H. W. Wilson, 1972, as the authority.

E. Charging system

1. Materials needed

a. Large envelopes numbered consecutively for circulating pictures

b. Pockets and cards labeled "Non-Book" and numbered

2. Procedure for charging

a. After the borrower selects the pictures, list the number of pictures by subject.

b. Borrower signs current date, name and room number.

c. File cards numerically in back of guide "Non-Book Materials."

MOUNTS FOR PICTURES

WASHINGTON MANILA TAG BOARD NO. 592 - 28½" x 45"

40 SHEETS 28½" x 45"

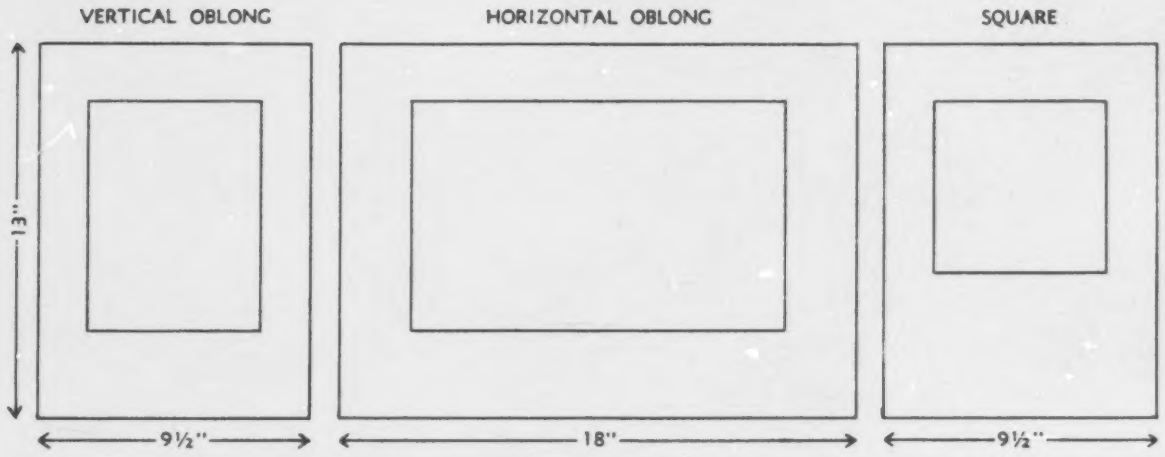
60 SHEETS 28½" x 45"

100 Sheets:
40 cut 13" x 18"
60 cut 9½" x 13"

DEVELOPED BY:
Mrs. Jessie Fisher
Mrs. Cynthia Geiser
Miss Gladys Traut

University of Hawaii

MARGINS FOR MOUNTED PICTURES



Smaller mounts, 13" x 9½", are planned to fit the legal file folder.
Mounts 18" x 13" are planned to fit the larger x-ray file.
Both may be used as vertical or horizontal mounts.

VI. PAMPHLETS AND CLIPPINGS

A. Mechanical Preparation

1. Pamphlets

Pamphlets are paper-backed leaflets or booklets which are ephemeral either because of their construction or subject matter. The processing of pamphlets depends upon the use and construction of the material. Items which are of permanent value may be inserted in pamphlet binders and placed in the Central Library Collection. Pamphlets of a textbook nature, purchased in sets of ten or more, should be included in the textbook collection and processed in the same way as texts. Pamphlets purchased in quantities of one to several but less than ten, should be treated in the following manner:

a. Assign subject headings using the subject heading list adopted for the catalog, supplemented by the Readers' Guide.

b. Indicate copy number if there is more than one copy of a pamphlet.

c. Stamp with school property stamp and "pam file" identification.

2. Clippings

a. Mount on heavy paper.

b. Assign a subject heading.

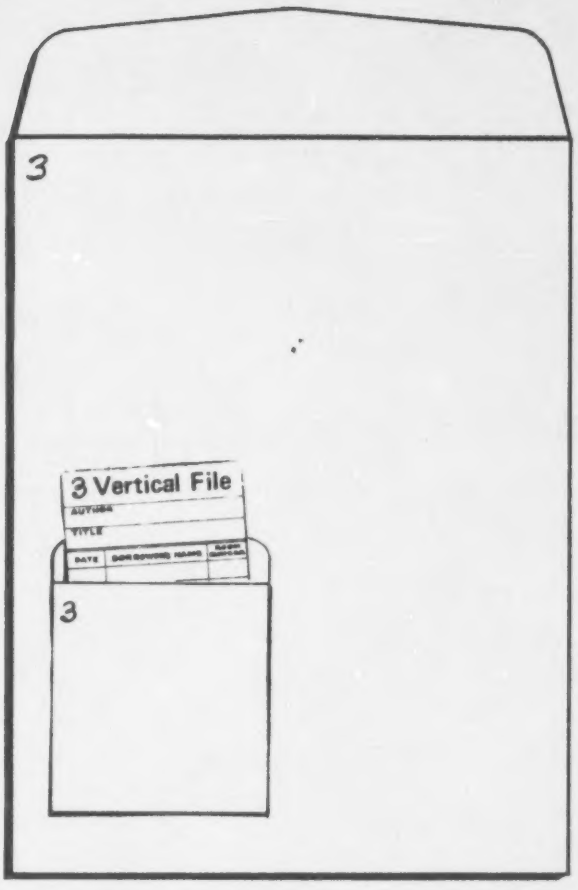
c. Stamp with school property stamp.

B. Filing

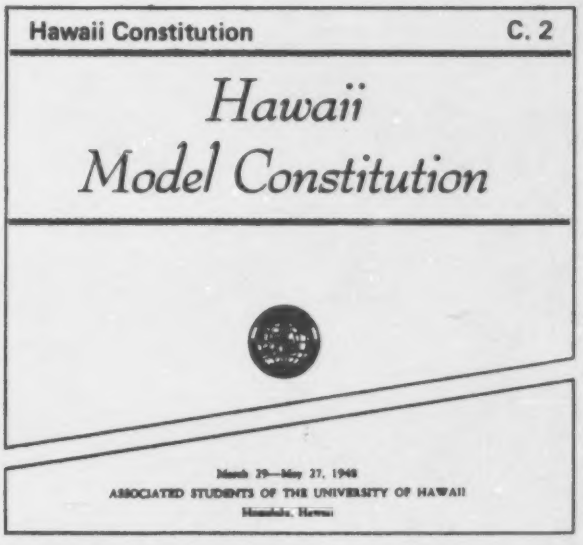
Separate drawers in the picture collection file may be used for pamphlets and clippings or a separate file may be needed.

C. Charging system

Picture envelopes may be used for circulating small items. Make a temporary card for large pamphlets showing author, title and copy number of pamphlet.



Charging Envelope for Pictures, Pamphlets and Clippings



Labeling of a Pamphlet

VII. Phonodiscs

A. Organizing the phonodisc collection

1. Classifying and cataloging. Refer to CATALOGING MANUAL FOR NON-BOOK MATERIALS, pp. 21-22.

2. Physical processing

   a. Equipment and materials needed

      (1) Cabinets designed for storing records.

      (2) Envelopes for single records or storage albums (may be purchased from library or music supply companies)

      (3) Labels which may be stamped, typed or written with India ink.

      (4) Stylus and transfer paper

      (5) Pockets and cards if desired

   b. Procedure

      (1) For single discs, adhere label with call number, unique identification number, and the school property stamp. On the record jacket or slip case, the label should include call number, identification number, main entry, title, and property stamp.

      (2) For albums, label each record within the album with album call number, the sequence number of the record, and the unique identification number. Label the outside of the album case with call number, the unique identification number, the sequence numbers of the records in the album, the main entry, title of album, and property stamp. The call number and identification number may also be lettered on the spine of the album with stylus and transfer paper.

3. Pocket and borrowers cards. The preparation of charge card and pocket is optional. If desired, identical information should be included on both:

a. Call number
b. Unique identification number
c. Main entry and title

B. Charging System

1. Use the special charge slip for circulating non-book materials.

a. Have borrower write in call number, unique identification number; accompanying materials; sign name; and fill in grade, room number and teacher.

b. Stamp date due or date borrowed.

c. File charge slip by call number, under media code "RD" for phonodiscs.

2. If pockets and cards are used, file charge cards accordingly.

VIII. Phonotapes

A. Organizing the phonotape collection

1. Classifying and cataloging. Refer to CATALOGING MANUAL FOR NON-BOOK MATERIALS, p. 20.

2. Physical processing

a. Materials needed

(1) Mylar tape color-coded leaders
(2) Pressure sensitive labels
(3) Stylus and transfer paper
(4) Pockets and cards if desired

b. Procedure

(1) For reel tape

(a) Splice 3 feet of color-coded mylar leader to "head" of reel. In this way, the beginning position can be readily identified.

(b) Use stylus and transfer paper to mark the leader with the call number and unique identification number of the tape.

(c) Use pressure sensitive labels to label reel with the following information: call number, unique identification number, main entry and/or title, and property stamp.

(d) Use pressure sensitive labels to label the spine of the box with call number, unique identification number, main entry and/or title. Stamp with property stamp.

(e) If pockets and cards are to be used, the information on both items should be identical: call number, unique identification number, main entry and/or title. The pocket should be pasted inside of box cover. Also, stamp property stamp on inside of box container.

(f) Optional: Adhere pressure sensitive label to front of box with the following information: playing time, speed, number of tracks, and monoaural or stereo.

(2) For cassette tape

(a) Label the "A" or Side #1 of the cassette with pressure sensitive label with the following information: call number and unique identification number.

(b) Adhere pressure sensitive label to the front of the cassette container with the following information: call number, unique identification number, main entry and/or title. If separate selections are recorded on side 1 and 2, the contents should also be noted on the cover label.

(c) Mark both the cassette and container with property stamp.

B. Charging System

1. Use the special charge slip for circulating non-book materials.

a. Have borrower write in call number, unique identification number, accompanying materials; sign name; and fill in grade, room number and teacher.

b. Stamp date due or date borrowed.

c. File charge slip by call number under media code "RT" for phonotapes.

2. If pockets and cards are used; file charge cards accordingly.

IX. Filmstrips

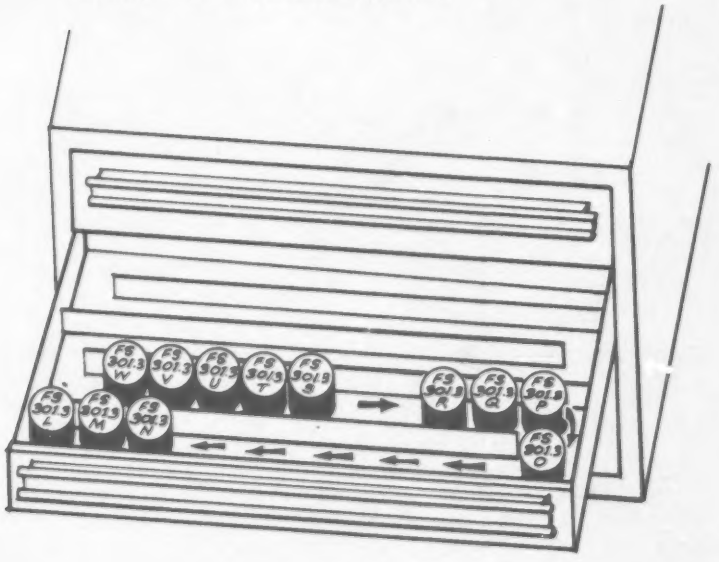
A. Organizing the filmstrip collection

1. Classifying and cataloging. Refer to CATALOGING MANUAL FOR NON-BOOK MATERIALS, pp. 18-19.

2. Physical processing

a. Equipment and materials needed

(1) Cabinets designed for storing filmstrips. Drawers should be equipped with metal dividers (instead of holes or compartments) with openings at the end permitting the shifting of filmstrips without removing them. See illustration below:



(2) Pressure sensitive labels

(3) Book awl

(4) Marker, fine-line permanent (Sharpie)

b. Procedure

(1) Prepare cover label with the following information: call number, unique identification number and short title.

(2) Use book awl to mark filmstrip leader with call number and unique identification number.

(3) Use marker pen to label filmstrip container with call number, unique identification number and short title to match the information on cover label. Mark with property stamp.

(4) Label study guide and/or manuals with call number, unique identification number, short title, and property stamp.

B. Charging System

1. Use the special charge slip for circulating non-book materials.

a. Have borrower write in call number, unique identification number; accompanying materials; sign name; and fill in grade, room number and teacher.

b. Stamp date due or date borrowed.

c. File charge slip by call number or unique identification number under media code "FS" for filmstrips.

X. 8mm Film Loops

A. Organizing the film loop collection

1. Classifying and cataloging. Refer to CATALOGING MANUAL FOR NON-BOOK MATERIALS, pp. 18-19.

2. Physical processing

a. Materials needed

(1) Pressure sensitive labels
(2) Marker, fine line permanent (Sharpie)
(3) Charge cards, if desired

b. Procedure

(1) Prepare labels for cartridge and case with the following information: call number, unique identification number and short title.

(2) Use marker to mark cartridge and case with school name.

(3) Type charge card.

B. Charging System

1. Use the special charge slip for circulating non-book materials.

a. Have borrower write in call number; unique identification number; accompanying materials; sign name; indicate grade; room number and teacher.

b. Stamp date due or date borrowed.

c. File charge slip by call number or unique identification number under media code "MP" for motion picture.

2. If charge cards are provided and kept in the carrying case; file cards accordingly.

XI. Multi-Media Kits

A. Organizing the multi-media kit collection

1. Classifying and cataloging. Refer to CATALOGING MANUAL FOR NON-BOOK MATERIALS, p. 15.

2. Physical processing

a. Materials needed

(1) Pressure sensitive labels
(2) Book awl
(3) Marker, fine-line permanent (Sharpie)
(4) Mylar tape color-coded leaders
(5) Stylus and transfer paper
(6) Pockets and cards if desired

b. Procedure

(1) Follow the same instructions according to types of media in the kit as outlined individually in this chapter.

(2) Prepare a checklist of kit contents and paste on outside or inside of container, whichever is more convenient.

(3) Type pocket and charge card, if desired.

B. Charging System

1. Use the special charge slip for circulating non-book materials.

a. Have borrower write in call number; unique identification number; accompanying materials; sign name; and indicate grade, room number, and teacher.

b. Stamp date due or date borrowed.

c. File charge slip by call number or unique identification number under media code "KT" for kits.

2. If pockets and cards are used, file charge cards accordingly.

INFORMATION ON BUSINESS PROCEDURES RELATING TO SCHOOL LIBRARY MEDIA CENTER EXPENDITURES

APPROPRIATION ACCOUNT CODES

Code	Description
G..031E	Instructional Media - activities concerned with the use of all teaching and learning resources, including hardware and printed and non-printed sensory materials.

To minimize confusion about what specific resource items go into what cost category, use the following definitions as guides:

1. AV supplies - filmstrips, transparencies, tapes, and other more readily consumable AV materials.

2. Library supplies - subscriptions, periodicals, newspapers, cards, jackets, pockets, library administrative expenses, etc.

3. AV equipment - projectors, overhead projectors, slide projectors, tape recorders, cassettes, language masters, TV sets, CCTV, and other AV hardware.

DEFINITIONS, UNIFORM OBJECTS OF EXPENDITURES

Object of Exp. Code	
3235	Educational Supplies

Includes all materials and supplies used in professional and educational work and excludes items chargeable to Medical and Hospital Supplies. Includes all educational supplies such as paper, pencils, teachers' plan books, report cards, showcard paints, library supplies, workbooks, phonograph records, film strips, balls, classroom games, etc. Also related magazines, newspapers, and commercial reference publications. (Includes all subscriptions to magazines, newspapers, etc., regardless of whether they are placed in the school library for circulation among the students or placed in classrooms.) Recreational supplies should be charged to Code 3501, under Other Materials and Supplies.

3236 Workbooks (Classroom)

Any commercially prepared consumable drill or practice materials purchased for classroom use. Workbooks include books commonly referred to as "textworkbooks." This item would normally be written in and "consumed" by the first child using it.

4340 Binding

Includes expenditures for binding documents, reports, books, newspapers, etc.

4810 Dues (Includes charges for professional association dues, whether for the Department or authorized employees on its behalf.)

4820 Subscriptions (For newspapers, journals, and periodicals, not otherwise classified as educational or scientific supplies.) (Subscriptions for use of administrators fall under Code 4820, but subscriptions to periodicals, etc., for circulation to students, including school library circulation fall under Code 3235.)

6211 to 6229 General Office Equipment

Includes costs of office machines and other labor-saving devices for office use such as adding machines, typewriters, calculators, duplicating machines, bookkeeping machines, etc.

6331 to 6349 General Office Furnishings

Includes the cost of movable items of tangible personal property used in the office such as tables, desks, office chairs, portable filing cabinets, etc.

6351 to 6399 Educational Equipment

Includes charges for the acquisition of educational equipment used for instructional purposes.

6411 to 6429 School Furnishings and Equipment

Includes cost of movable items of tangible personal property which are used in schools and teacher accommodations.

6911 Library Books (Schools are to code central collection, reference, encyclopedias here.)

6912 Classroom Books (Textbooks, Resource (supplementary) books used as classroom books.)

6919 Other Books (Professional Books are books of library quality which would be used as reference material by the staff of the school. These books would normally be placed in the library or an instructional materials center of the school and would be available and accessible to the entire staff.)

SUNDRY CODES

The 3 digit figures (sundry code) denote the function or program. This code number indicates the budget an order is to be charged to.

110 Regular Classroom Instruction

INSTRUCTIONAL MEDIA

317 Library Supplies
Library and reference books ordered directly from book publisher or jobber.

318 Books ordered through the State Centralized Processing Center

319 Audiovisual

SUB-DIVISION (SCHOOL) CODES

Honolulu District	Sub-division (Schools) Code	Location Code
Aina Haina	100	1
Ala Wai	101	1
Aliiolani	102	1
Anuenue	103	1
Central Intermediate	104	1
Dole Intermediate	105	1
Farrington High	106	1
Fern	107	1
Hahaione	108	1
Hawaii School for the Deaf and the Blind	470	1
Hokulani	109	1
Jarrett Intermediate	110	1
Jefferson	111	1
Kaahumanu	112	1
Kaewai	113	1
Kahala	114	1
Kaimuki High	115	1
Kaimuki Intermediate	116	1
Kaiser High	154	1
Kaiulani	117	1
Kalakaua Intermediate	118	1
Kalani High	119	1
Kalihi	120	1
Kalihi Kai	121	1
Kalihi Uka	122	1
Kalihi Waena	123	1
Kamiloiki	155	1
Kapalama	124	1
Kauluwela	125	1
Kawananakoa Intermediate	126	1
Koko Head	127	1
Kuhio	128	1
Lanakila	129	1
Liholiho	130	1
Likelike	131	1
Liliuokalani	132	1
Linapuni	133	1
Lincoln	134	1
Lunalilo	135	1

Honolulu District (cont'd.)	Sub-division (Schools) Code	Location Code
Maemae	136	1
Manoa	137	1
McKinley High	138	1
Niu Valley Intermediate	139	1
Noelani	140	1
Nuuanu	141	1
Palolo	142	1
Pauoa	143	1
Pohukaina	495	1
Puuhale	145	1
Roosevelt High	146	1
Royal	147	1
Stevenson Intermediate	148	1
Waialae	149	1
Waikiki	150	1
Wailupe Valley	151	1
Washington Intermediate	152	1
Wilson	153	1
Farrington Complex	181	1
McKinley Complex	182	1
Roosevelt Complex	183	1
Kaimuki Complex	184	1
Kalani Complex	185	1

Central District		
Aiea	200	2
Aiea Intermediate	201	2
Aiea High	202	2
Aliamanu	203	2
Aliamanu Intermediate	204	2
Haleiwa	206	2
Hale Kula	207	2
Helemano	208	2
Hickam	209	2
Iliahi	210	2
Kaala	211	2
Kipapa	212	2
Kunia	213	2

	Sub-division (Schools) Code	Location Code
Central District (cont'd.)		
Leilehua High	214	2
Makalapa	215	2
Mililani High	216	2
Mililani-Waena	234	2
Moanalua	217	2
Moanalua High	218	2
Moanalua Intermediate	219	2
Mokulele	220	2
Nimitz	221	2
Pearl Harbor	222	2
Pearl Harbor-Kai	223	2
Pearl Ridge	243	2
Radford High	224	2
Red Hill	225	2
Salt Lake	239	2
Scott	227	2
Shafter	228	2
Solomon	226	2
Wahiawa	229	2
Wahiawa Intermediate	230	2
Waialua	231	2
Waialua High & Intermediate	232	2
Mililani-Uka	242	2
Webling	235	2
Wheeler	236	2
Wheeler Intermediate	237	2
Leeward District		
Ahrens	250	3
Barber's Point	251	3
Campbell High & Intermediate	252	3
Ewa	253	3
Ewa Beach	254	3
Highlands Intermediate	255	3
Honowai	276	3
Ilima Intermediate	279	3
Iroquois Point	256	3
Kaimiloa	281	3
Lehua	268	3

	Sub-division (Schools) Code	Location Code
Leeward District (cont'd.)		
Maili	257	3
Makaha	258	3
Makakilo	259	3
Mauka Lani	286	3
Manana	260	3
Mikilua	282	3
Momilani	285	3
Nanaikapono	261	3
Nanakuli High & Intermediate	263	3
Palisades	264	3
Pearl City	265	3
Pearl City High	266	3
Pearl City Highlands	267	3
Pohakea	269	3
Waianae	270	3
Waianae High	272	3
Waianae Intermediate	273	3
Waiau Elementary	288	3
Waimalu	287	3
Waipahu	274	3
Waipahu High	277	3
Waipahu Intermediate	278	3
Windward District		
Ahuimanu	335	4
Aikahi	300	4
Castle High	301	4
Enchanted Lake	302	4
Hauula	303	4
Heeia	304	4
Kaaawa	305	4
Kaelepulu	330	4
Kahaluu	306	4
Kahuku High & Elementary	307	4
Kailua	308	4
Kailua High	309	4
Kailua Intermediate	310	4
Kainalu	311	4
Kalaheo High & Intermediate	312	4
Kaneohe	313	4

Windward District (cont'd.)	Sub-division (Schools) Code	Location Code
Kapunahala	315	4
Keolu	317	4
King Intermediate	318	4
Laie	319	4
Lanikai	320	4
Maunawili	321	4
Mokapu	322	4
Parker	323	4
Pope	324	4
Puohala	314	4
Sunset Beach	325	4
Waiahole	326	4
Waimanalo Elem. & Intermediate	327	4

Hawaii District		
De Silva	351	5
Haaheo	352	5
Hilo High	355	5
Hilo Intermediate	356	5
Hilo Union	357	5
Holualoa	358	5
Honaunau	359	5
Honokaa High & Elementary	360	5
Hookena	363	5
Kalanianaole Elem. & Inter.	365	5
Kapiolani	367	5
Kau High & Pahala Elem.	368	5
Kaumana	369	5
Keaau Elementary & Intermediate	370	5
Kealakehe	388	5
Keaukaha	372	5
Kohala High & Elementary	373	5
Konawaena High & Intermediate	374	5
Konawaena	375	5
Laupahoehoe High & Elementary	377	5
Mt. View Elementary & Intermediate	379	5
Naalehu	380	5
Pahoa High & Elementary	383	5
Paauilo Elementary & Intermediate	382	5
Waiakea	384	5
Waiakea Intermediate	385	5
Waiakea-waena	386	5
Waimea Elementary & Intermediate	387	5
Waiakea High	389	5

	Sub-division (Schools) Code	Location Code
Maui District		
Baldwin High	400	6
Haiku	401	6
Hana High & Elementary	402	6
Iao	404	6
Kahului	405	6
Kamehameha III	406	6
Kaunakakai	407	6
Keanae	408	6
Kihei	409	6
Kilohana High & Elementary	410	6
Kualapuu	411	6
Kula	412	6
Lahainaluna High	414	6
Lanai High & Elementary	415	6
Lihikai	416	6
Makawao	417	6
Maui High	418	6
Maunaloa	419	6
Molokai High & Intermediate	421	6
Paia	422	6
Puunene	432	6
Waihee	424	6
Wailuku	425	6
Pukalani	426	6
Kauai District		
Eleele	451	7
Hanalei	452	7
Kalaheo	453	7
Kapaa	454	7
Kapaa High & Intermediate	455	7
Kauai High	456	7
Kaumakani	457	7
Kekaha	458	7
Kilauea	459	7
Koloa	460	7
Niihau	461	7
Waimea High & Intermediate	462	7
Wilcox, Elsie H.	463	7
Waimea	464	7

DISPOSAL/TRANSFER/INVENTORY

Section VIII of the Handbook provides detailed information on procedures involved in the disposal, transfer and inventory of state property. Under Disposal, note that items traded in must be accounted for on a disposal form, and three bids from individuals or firms must be obtained and recorded.

A. DISPOSAL OF OLD SCHOOL LIBRARY BOOKS*

1. Books of No Value

   (a) Books which are worn beyond repair, or books which, due to age, have no value may be discarded. This is to be reflected in the inventory. Permission for such disposal is not required.

   Before such books are destroyed, they shall first be made available to students who may want them. After such offering to students the remainder may be sent abroad to other countries desirous of such books.

   (b) Books, damaged to the extent that payment for replacement is required, may be given to the student or parents making the payment.

2. Books of Value. Books of value, but no longer needed in a school, should not be sold to a second-hand store, but may be disposed of as follows:

   (a) Exchange them for books from some other public school library and adjust the inventory accordingly.

   (b) Transfer to another public school library. This could be a gift from your library and should be so noted on your inventory.

   (c) If you wish to give or sell them to an institution other than a public school, submit an E-10 Request to obtain necessary permission. This only applies to books $25 or more.

3. Mark of Ownership. When a school library disposes of a book, the mark of ownership should be stamped "Cancelled" and the institution receiving the book should stamp its mark of ownership on the book.

*Source: DOE Business Office Handbook, Accounting & Purchasing, Vol. I, p. VIII-18.

4. Sets of Books. Sets of books are to be handled as single titles. A set is defined as reference books in which one volume is only useable when related to others in the set as in the case of encyclopedias.

In disposing of sets of books approval must be obtained from the State Comptroller by following the standard disposal procedure.

B. DISPOSAL OF STATE PROPERTY*

GENERAL

1. State-owned equipment cannot be sold, traded, transferred between departments, destroyed or otherwise disposed of except upon approval by the State Comptroller. Prior to any of the above actions, the responsible administrator, i.e. School principal, librarian, State and District office administrator, etc., must make written application requesting approval to dispose of State-owned property. Exceptions to the above provision of prior approval are when:

   (a) The continuing custody of an item is considered detrimental to health, sanitation or public convenience.

   (b) When an item is lost or stolen.

   In such cases, an after-the-fact application will be acceptable.

2. In the Department of Education, a Request to Dispose of State Property, Form E-10 (rev. 7/69), will be used as the application for disposal.

3. An attachment to Form E-10 will be used when two or more items are being considered for disposal at the same time. When an attachment is used all items will be reported on the attachment sheet. See Exhibit VIII-F.

4. Certification for the Proper Disposal of State Personal Property, AGS Form 34 will be completed and processed to certify disposal action.

5. "Report of Loss or Damage to State-owned Property," From E-9 will be completed and processed to notify the department of loss or damage to State-owned property. See page 20 for further discussion on Form E-9.

6. All forms will be stocked by the department and in the district offices for use by schools and other offices.

*Source: DOE Business Office Handbook, Accounting & Purchasing, Vol. I, pp. VIII-9 to VIII-14.

C. INSTRUCTIONS TO COMPLETE FORM E-10

1. Article for disposal.

(a) Assign a number to the form.

(1) This number is for school or office reference use only.

(2) Numbers will be assigned for the fiscal year and will be continuous until June 30. On each July 1, a new series starting with number one (1) will be used. For example:

1970-71 fiscal year	70-1, 70-2, etc.
1971-72 fiscal year	71-1, 71-2, etc.

(b) List only one item per Form E-10.

(1) If more than one item are to be disposed of at the same time in the same manner, a continuation sheet entitled, "Attachment to E-10, Request to Dispose of State Property (Rev. 9/70)", will be used.

(2) If an attachment sheet is to be used, leave "Article for Disposal" (Item 1) space blank and enter all information on the attachment sheet to E-10. Do not report one item on the E-10 and the others on the attachment.

(3) Information should adequately describe the article with trade name and serial number. Use the description as found on the print-out, if item is not listed there, refer to the quarterly change schedules to describe the item.

(c) Year Acquired. Obtain information from inventory reports. Use fiscal year acquired.

(d) Purchased - Used or New. Self-explanatory.

(e) Original Cost. Use cost as listed on inventory reports. No depreciation will be computed. If item was purchased second hand indicate so on this line.

(f) Identification No. Use the decal number or identification tag number on the equipment.

(g) Department Codes. Enter department codes as found on inventory records.

(h) Location. Report as found on inventory records.

(i) Item Class. Item Classification as found on inventory records.

(j) Estimated Value. Enter current value of equipment considering age and serviceability. See Exhibit VIII-e for estimated life of equipment. Obtain expert advice from a vendor if necessary.

(k) Present Condition.

(1) The present condition of the item and/or the estimated cost of repairs, if applicable, should be stated whenever possible.

(2) The following terminology for reporting present condition should be used:

(1) Good - usable without repairs.

(2) Fair - may require adjustment or minor repair in order to be operational.

(3) Poor - repairs necessary makes it uneconomical to retain this item.

2. Reason for Disposal.

Use terms such as:
Lost or stolen
Damage by vandals
Trade-in
Sale Offer
To be dismantled for parts
Obsolete
Not worth repairing
No requirement
Transfer to another department or school

3. Purpose for which such property is (was) used.

Indicate how the equipment was used, such as office, classroom, cafeteria use, etc.

4. Offers Received (State employees and members of their family are not eligible).

   (a) Use this section to record sale offers only. Obtain at least three (3) bids from individuals or firms.

   (b) If the firms or persons contacted are not interested, write "no bid" under amount offered. List the person's name in the proper column.

   (c) The first offer listed should be the most favorable offer and the one recommended for acceptance by the school or office.

   (d) A statement should be made under paragraph 6, Other Comments, to indicate that the bidders are not state employees or a member of the family of a state employee.

   (e) Attachment sheets should not be used for sales.

5. Competitive prices received for new equipment considered for purchase.

   (a) Provide the necessary information when using the old equipment as a trade-in for a replacement equipment.

   (b) List the most favorable transaction first.

   (c) Space to provide this information is only found on the E-10 report and an attachment sheet will not be used for this purpose.

   (d) Trade-in offers will not be listed in item 3, "Offers Received."

6. Proposed Method of Disposal.

   Indicate the method by which the item is recommended for disposal such as incineration, destruction, loss, trade-in, transfer, sales, etc.

7. Other Comments.

   (a) Enter information that the successful bidder is not a state employee or a member of a state employee's family.

   (b) In the event of a loss of equipment, enter date and circumstances surrounding the loss.

   (c) In case the disposal of a damaged item must be urgently carried out for health, sanitation or safety reasons, explain the situation on this line.

(d) Indicate whether Form E-9 was processed.

(e) Indicate the federal fund from which property was purchased.

D. INSTRUCTIONS TO COMPLETE AN ATTACHMENT TO FORM E-10.

1. The attachment to the E-10 form is to be used when two or more items are to be reported for disposal on the same request except as follows:

(a) Items that are to be disposed by sale should not be reported on the attachment form.

(b) Items that are to be traded-in in connection with the purchase of a new item should not be reported on the attachment form.

(c) Items purchased under a federal program should be reported separately from property purchased with other funds or programs. Federal fund should be identified after the last item listed.

2. Detail Explanation.

(a) Col. (1) - Quantity to be disposed.

(b) Cols. (2) to (3) - Enter data as found on the last inventory print-out AGS-24 or the AGS Form 24A.

(c) Col. (4) - Indicate whether item reported was purchased new or acquired in used condition.

(d) Cols. (5) to (9) - Enter data as found on the last inventory print-out AGS-24 or the AGS Form 24A.

(e) Col. (10) - If possible, have the item appraised by a dealer, the repairman or other qualified individual.

(f) Col. (11) - Describe the present condition as follows:

(1) Good - usable without repair.
(2) Fair - may require adjustment or minor repair to be usable.
(3) Poor - repair cost is excessive and is not economical.

(g) Col. (12) - Indicate whether item is obsolete, hazardous, non-repairable, parts not available, to be cannibalized for parts for instructional purposes, etc. (Do not indicate sale or trade-in)

(h) Col. (13) - Indicate how item is to be disposed such as:

(1) Incineration, destruction, donation, surplus property, etc. (Do not indicate sale or trade-in)

(2) Also indicate after the last entry, a remark on the purpose for which the reported item(s) is or was used, such as: administration, classroom, cafeteria, industrial art, etc.

ESTIMATED LIFE of OFFICE AND CLASSROOM EQUIPMENT*

Description	No. of Years
Adding Machine	10
Amplifier	10
Audio Flash Card System	10
Calculator	10
Camera	10
Duplicator	10
Head Sets and Listening Center	10
Kiln	10
Laminating Machine	10
Language Master	5
Microphone	5
Mimeograph Machine	10

*Reference: DOE Business Office Handbook, Accounting & Purchasing, Vol. I, p. VIII-h.

Phonograph	7
Photocopier	10
Press Drymount	10
Previewer, Filmstrip	7
Projector, Carousel	8
Projector, Filmstrip	8
Projector, Micro	10
Projector, Opaque	10
Projector, Overhead	10
Projector, Tachistoscope	8
Projector, 16mm	10
Radio	3
Recorder, Tape (Cassette)	5
Recorder, Tape (Reel-to-reel)	5
Typewriter	10

Estimate based upon normal usage. Equipment subjected to use 8 hours a day will not last as long as equipment subjected to use for 2 hours a day.

SALE OF MATERIALS SECURED FROM STATE FUNDS (SCHOOL)*

Generally, instructional materials secured from state fund allotments are not to be sold to students, teachers or any other person, except when classroom projects produce finished products. The products may be sold for the cost of the materials and the proceeds returned to the state fund from which the original purchase was made. Under no circumstance, shall instructional materials be converted to cash to purchase other materials or services.

Note that the above does not pertain to disposal of equipment. Guidelines for disposal of state-owned property are presented in Section VIII, Business Office Handbook, Volume I.

*Source: DOE Business Office Handbook, Miscellaneous, Vol, V, p. M-1.

DEFINITIONS FOR EQUIPMENT & SUPPLIES*

I. Classification of Equipment

A. Equipment includes all items of personal property (as distinguished from real property such as facilities, real estate, roads, sewers, etc.) with a unit cost of $50 or more and with an expected life of more than one year.

B. The cost of transportation and tax paid on the acquired equipment will be added to the cost of the equipment for inventory purposes.

C. Schools and offices should always request price quotations based upon FOB destination. FOB destination places the responsibility of arranging transportation and of filing damage claim, if applicable, on the vendor. Further, the schools or offices would then submit only one purchase order instead of processing a second purchase order for local transportation from port to school.

D. Items from the Surplus Property Branch are donated to the schools and only the services and handling charges are to be paid. Object of Expenditures Code 5307 will be used on the purchase order.

E. Textbooks, library books, reference books and other books, to include pocketbooks, regardless of unit cost or estimated life, will be purchased as equipment. Only workbooks will be treated as supply.

II. Classification of Supply

Supplies are generally consumables with a unit cost of less than $25 with an expected life of less than one year. Exception to this rule is made for an item with an expected life of more than one year with a unit cost of less than $25, e.g., pencil sharpeners.

III. Instructional Kits

Instructional kits, such as chemical, science and language art kits, will be classified as supplies regardless of cost due to the consumable nature of the components of such kits. When a kit also includes one or more non-consumable components, i.e., a microscope, a balance, a model, etc., and provided these components fit the definition of equipment, such components will be treated as equipment for inventory, disposal and replacement purchasing purposes.

*Source: DOE, Business Office Handbook, Accounting & Purchasing, Vol. I, pp. IV-30 & 31.

IV. Filmstrips

Filmstrips, regardless of unit cost, will be classified as educational supplies for purchasing purposes and will be reported as a group item for inventory purposes.

COLLECTING FOR LOST LIBRARY AND CLASSROOM BOOKS

In a memo dated April 28, 1976 -- TO: Principals and District Superintendents. FROM: Koichi H. Tokushige, Assistant Superintendent, Office of Business Services. SUBJECT: School Special Fees - Continuing Appropriation Account, revised procedures regarding this subject was disseminated. The instructions read as follows:

The procedure for the use of monies collected from students, who negligently break, damage or lose school property has been revised. School property includes library books, textbooks, equipment and supplies.

1. Effective immediately, schools shall transmit these monies to the Office of Business Services using the following accounting codes:

   02-G-76-330-E-xxx-1232-x-107

2. Monies collected by the school will be credited to the school's account and used to replace school properties, e.g., monies collected from students for lost textbooks shall be used to replace textbooks.

3. Monies collected by the schools will not lapse at the end of each quarter or fiscal year. However, schools are to expend within the amount collected from the students.

Schools will continue to collect monies from students, who negligently vandalize school buildings when liability can be placed. Schools will transmit the monies to the Office of Business Services on the "Remittance Advice, Form 433, Revised." The Office of Business Services will subsequently forward the monies to the Department of Accounting and General Services.

The revised procedures will be incorporated within Section VII, Accounting for Collection, of the Business Office Handbook.

CHARGES TO PUPILS*

School Property Damaged, Destroyed or Lost. When school property is damaged, destroyed or lost by a student or several students and the liability can be placed, payment shall be made for the damage or loss by the student(s). The reimbursement shall be based on the estimated value or original cost, whichever is lower. There shall be no charge when liability cannot be placed.

*Source: DOE Business Office Handbook, Miscellaneous, Vol. V, p. C-1.

STATE OF HAWAII
REQUISITION & PURCHASE ORDER

McKinley High School
ORGANIZATION

FUNCTION AND ACTIVITY

1039 S. King St., Honolulu, Hawaii 96814
DELIVERY ADDRESS

Vendor XYZ

P. O. Box 1234

Honolulu, Hawaii 96800

INSTRUCTIONS TO VENDORS

Prices include delivery charges unless otherwise stated. Show Purchase Order Number, Date, Appropriation Symbol, and DISCOUNTS allowed on all invoices. The State reserves the right to reject any items supplied that are not in accordance with specifications even though payment has been made in order to obtain discounts. This is not a PURCHASE ORDER unless assigned a P. O. Number and authenticated by AUTHORIZED SIGNATURE.

PURCHASE ORDER NO. 663138-138

Date September 10, 1975

Deliver to Organization as Shown

ON OR BEFORE Oct. 15, 1975

Send Four (4) Copies of Invoice To

"The seller, by accepting this purchase order, represents that, to the best of his knowledge and belief, the sale is in accordance with applicable mandatory provisions of the Economic Stabilization Act of 1970."

QUAN.	UNIT	DESCRIPTION		UNIT PRICE	AMOUNT
		PRICE LIST NO. PL 72-35			
2	box	Folders, File, Manila, 11 point, 100/box Letter size: 1/3 cut	3235	1.69	$3.38
5	box	Labels, Self Adhesive, Unprinted, 4"x2", 200 labels to box	3235	.83	4.15
4	pair	Scissors, enamel handle, 9" overall length	3235	1.02	4.08
		TOTAL			$11.61

SAMPLE

NOTE: If applicable, include:
4% State Tax
Shipping charges (approximate)

PLEASE PLACE PURCHASE ORDER NUMBER ON ALL PACKAGES

REQUISITION NO.

Jane Smith
REQUISITIONER

VOUCHER NUMBER

AUTHENTICATED BY:

GOODS/SERVICES RECEIVED BY

DATE

AUTHORIZED SIGNATURE

A 18 — OP CODE 19 — VENDOR NO 21 — DELIVERY DATE MO 31 DAY VR — RELIEF CODE 37 — NO. OF INVOICES 38

IF ONLY ONE INVOICE COMPLETE B BELOW

IF MORE THAN ONE INVOICE COMPLETE INVOICE LIST

B 18 — INV. NO. 19 — INV. DATE MO 31 DAY VR — AMOUNT 37 — REMITTANCE DATA 48

KP	UNIT BY	UNIFORM ACCOUNTING CODE TR	F	YR	APP	ID	SO	OBJECT	FUNCTION	L	PROJ	ESTIMATED COST	ACTUAL COST	LIQ	OPTIONAL DEPARTMENT DATA
	C	21	G	76	002	E	138	3235	317	1		11.61			
	D														
	E														
	F														
	G														
	H														
	I														
	J												117		

18 19 — 44 — 44 — 55 56

STATE ACCOUNTING FORM C-03
JULY 1, 1972

VENDOR F-21

Appendix I

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF PERSONNEL SERVICES
P. O. BOX 2360
HONOLULU, HAWAII 96804

January 25, 1971

SCHOOL LIBRARIAN SPECIALIST CERTIFICATE

I. Basic Specialist Certificate

The Basic School Librarian Specialist Certificate may be issued when the applicant meets one of the following requirements (A or B):

A. Bachelor's degree from an accredited institution with a designated major in Library Science designed for a school librarian which includes course work in curriculum and instructional methods OR

B. All of the following:

1. Bachelor's degree.

a. Eighteen semester hours of professional education credits.
b. Thirty semester hours of library science and education communication credits (21 semester hours in library science and 9 semester hours in educational communication).

2. Student teaching or one year of satisfactory teaching experience or one year of satisfactory experience in a library with responsibilities comparable to that of a school librarian.

II. Professional Specialist Certificate

The Professional School Librarian Specialist Certificate may be issued when the applicant meets one of the following requirements (A or B):

A. Master's degree from an accredited institution with a designated major in Library Science designed for a school librarian which includes course work in curriculum and instructional methods OR

B. All of the following:

1. Bachelor's degree plus 30 semester hours.

a. Twenty-four semester hours of professional education credits of which 6 semester hours must be graduate credits.
b. Thirty semester hours of library science and educational communication credits (21 semester hours in library science and 9 semester hours in education communications).

2. Student teaching or one year of satisfactory teaching experience or one year of satisfactory experience in a library with responsibilities comparable to that of a school librarian.

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF PERSONNEL SERVICES
P. O. BOX 2360
HONOLULU, HAWAII 96804

January 25, 1971

MEDIA SPECIALIST CERTIFICATE

I. Basic Specialist Certificate

The Basic Media Specialist Certificate may be issued when the applicant meets one of the following requirements (A or B):

A. Bachelor's degree from an accredited institution with a designated major in educational communications which includes course work in curriculum and instructional methods OR

B. All of the following:

1. Bachelor's degree.

a. Eighteen semester hours of professional education credits.
b. Thirty semester hours of educational communication and library science credits (21 semester hours in educational communication and 9 semester hours in library science).

2. Student teaching or one year of satisfactory teaching experience or one year of satisfactory experience in a school or other media center with responsibilities comparable to that of a school media center.

II. Professional Specialist Certificate

The Professional Media Specialist Certificate may be issued when the applicant meets one of the following requirements (A or B):

A. Master's degree from an accredited institution with a designated major in educational communication which includes course work in curriculum and instructional methods OR

B. All of the following:

1. Bachelor's degree plus 30 semester hours.

a. Twenty-four semester hours of professional education credits, of which six semester hours must be graduate credits.
b. Thirty semester hours of educational communication and library science credits (21 semester hours in educational communication and 9 semester hours in library science).

2. Student teaching or one year of satisfactory teaching experience or one year of satisfactory experience in a school or other media center with responsibilities comparable to that of a school media center.

Form No. 70-5

Appendix III

CONFIDENTIAL

HAWAII STATE LIBRARY SYSTEM

PATRON REQUEST FOR REEVALUATION OF LIBRARY MATERIAL

Date: _____

Author: _____ Type of Material: _____

Title: _____

Publisher: _____

Reevaluation requested by: _____

Telephone: _____ Address: _____

City: _____ State: _____ Zip: _____

Requestor represents:

Self: _____

Organization (Name): _____

Other group (Identify): _____

1. How did you learn about the material in question?

2. To what in the material do you object? (Please be specific, cite pages.)

3. What do you feel might be the result of reading, seeing or listening to this material?

4. Is it suitable for some age groups?

5. Is there anything worthwhile in the material?

6. Did you read/review the entire material? If "no," to what extent?

7. If a book, are you aware of the judgment of literary critics? If "yes," by whom?

8. What do you believe is the theme of the material?

9. What would you like us to do about the material?

10. What substitute would you recommend to replace this material?

Complete in duplicate

_____
Signature of Patron

Appendix IV

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P. O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

March 28, 1974

MEMO TO: DISTRICT SUPERINTENDENTS and PRINCIPALS

FROM: for TEICHIRO HIRATA, Superintendent

SUBJECT: School Library Media Center Readiness Statement

At the March 12, 1974 meeting of the superintendents' group, guidelines on what constitutes school library readiness on the opening day of school were discussed. The following statement was subsequently approved:

1. The school library media center, with the exception of a reasonable backlog of unprocessed materials, should be so arranged and ordered that the library materials can be conveniently used from the first day of class.

2. Scheduling use of the library, processing of accumulated mail, establishment of statistical systems, policy procedures discussion, marking of the school calendar and similar library duties should be done as expeditiously as possible to meet necessary deadlines.

3. Invoices of summer deliveries, especially for textbooks, should be processed before the opening of the school year. Provision should be made for the processing of such invoices within 7 days of receipt. (See VI-3 of the Business Office HANDBOOK.)

This will give principals assistance in determining school opening readiness and in seeing if the school staff has met the minimal requirements. The above guidelines are intended for statewide implementation this summer.

cc District Library Liaisons
Assistant Superintendents

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P. O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

MEMORANDUM

August 2, 1974

TO: Assistant Superintendents, District Superintendents and Principals

FROM: Teichiro Hirata, Superintendent

SUBJECT: COPYRIGHT LAW

In the light of the new revisions due from the Congress of the United States shortly on the Copyright Law of 1909 (as amended), I feel it necessary to reaffirm the principles concerning copyright violations as set forth in the Superintendent's Memorandum to all DOE personnel in November, 1971.

While educators have long operated on the doctrine of "free-use" as applied to teachers, this doctrine is now seriously under question; and until the new guidelines are spelled out for us by Congress, anyone reproducing, or causing to have reproduced, any copyrighted materials without permission in writing from the publishers or authors, runs the risk of incurring Federal criminal penalties of fine and imprisonment for civil damages from the copyright owners.

So, again: acquaint yourself with the attached information. Do not assume permission will be given for reproduction. Write first to the copyright holder and get written agreement.

A sample Request to Reproduce Copyrighted Material form is attached.

STATE OF HAWAII
DEPARTMENT OF EDUCATION
HONOLULU, HAWAII

PERMISSION TO REPRODUCE COPYRIGHTED MATERIAL

TO: .....

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FROM: .....

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.....

DATE .....

DEAR COPYRIGHT OWNER: We request permission to reproduce material which is held in copyright by your firm.

This material will be used for educational purposes only and distributed on a non-profit basis. Details of the material desired and other pertinent information are described in Section A, below.

We would greatly appreciate an immediate reply. Kindly sign and send the original back to us. Keep the duplicate for your files. The information reply form, Section B, is provided for your convenience.

Thank you and aloha.

Sincerely,

.....

A. INFORMATION SECTION

1. TITLE: .....

.....

a. Selection .....

.....

.....

b. Page numbers .....

.....

.....

2. AUTHOR: .....

3. COPYRIGHT DATE: .....

4. Purpose for which selection will be used

.....

.....

.....

5. Method of reproduction .....

6. Number of copies to be reproduced .....

B. PUBLISHER'S/PRODUCER'S REPLY SECTION

1. Permission for use of selection

☐ Refused

☐ Granted without exception

☐ Granted with exception(s) listed below:

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.....

.....

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2. Fee (if any) 125

3. Credit line desired .....

Should the rights for this material not be entirely controlled by you, please indicate where we should write to obtain permission.

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Signed .....

Position title .....

Date .....

DISTRIBUTION: White & Canary to Publisher/Producer; Pink Requester's File

TAC 72-4131

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